

Break

The great breakfast

The great debate mark 2, or as some are calling it the "not the great debate", got off to an even less auspicious start than it deserved. The Education Minister, Mr Mark Corleone, who was to chair his first session in Birmingham, arrived over half an hour late.

The delay was due not simply to the breakdown of the ministerial train—others travelling to the first of these 10 regional meetings from Euston on the same train managed to arrive in time by switching trains at Watford. The minister and his entourage were seated in the restaurant, however, and were unwilling to abandon their breakfasts.

Our reporter arrived in time, having caught a later train. He didn't get breakfast, because the restaurant car was too full of visitors to the Motor Show—Birmingham's bigger attraction this week.

When he finally arrived, the Secretary of State proved to be a remarkably attentive, empathetic chairman. Mr Corleone, QC, seemed to be acting out the role of a High Court judge, drawing out the "witnesses" with enlivening questions of clarification or thought for the benefit of the jury.

In the afternoon, his understudy Mr Neil Macfarlane (Mr Corleone had a pressing engagement elsewhere) seemed to take his cue from the Secretary of State, constantly

note-taking, addressing people by name, and acknowledging politely even the lowly words about government curriculum and exam policies.

Heads on parade

Travellers to the wilds of Edgware last Saturday, where a conference on the assisted places scheme was in progress, would have found a diminutive martinet on the platform in complete control of the 400 or so headmasters and mistresses in front of him.

He was Mr James Cobban, CBE, classical scholar, ex-officio, former headmaster of Abingdon School and, since 1975, chairman of the Direct Grant Committee. He more than any other must take the credit—or otherwise—for the assisted places scheme.

Ever since his days in the corps at Dulwich College he has run everything with military efficiency, said so admirer this week. "He planned the development and adoption of the assisted places scheme like a campaign, producing all the papers at the right time."

Last Saturday's conference went off in a cracking peace thanks to his brisk and witty chairmanship.

"My goodness, if I were your headmaster, I'd teach you what a supplementary question is!" he exclaimed at one point.

Wordy questions got short shrift. "Right, now that I've told you your question was, I'll give you the answer," he quipped. And, with this answer efficiently out of the way and a brief nod in the direction of the officials to make sure he had got it right, he had—on his stated wish to "leave questions to the audience"—left them.

His audience did not mind. They recognised a master of their own art. Mr Cobban was a headmaster for 23 years so he knows how to keep order in an assembly.

Before Abingdon he had a distinguished record in military intelligence, rising swiftly to the rank of Lieutenant-Colonel. He seems to have kept both a military haircut and a taste for adventure from those years. The Labour threat, to his discredit, scheme remained unmoved. This possible age of Kinnockism, we have to learn to live dangerously," he declared on Saturday, his eyes alight with excitement.

Discord in the NUT

Jack Chambers, the NUT executive's best Hanjo player, is not too worried about flooding himself with much-out-of-time with his colleagues. "It had to come to a confrontation sooner or later," he says.

Chambers, who said the TES this week to make sure we knew he was at odds with the union's official hostility towards the Government's proposal for a new work-related examination for 17 year olds. As based on the union's 14-19 working party—not a hotly contested post—

note-taking, addressing people by name, and acknowledging politely even the lowly words about government curriculum and exam policies.

Chambers is critical of what he sees as the executive's obsession with educational politics, and has been heard to suggest that it is because most of them are heads who don't know what goes on in the classroom or the real world.

Chambers, at 58, is still very much a product of what he considers the real world. Trained as an engineer, he was a member of the Burnley district council of the engineering union before coming into teaching in 1955. Now head of integrated studies in a Southampton school, he is also the teacher one is most likely to find on any national committee on industry teaching or almost to work programmes. His wife is a senior advisor to the most progressive of the industry training boards.

Chambers is also at odds with the political views of most of the executive, which he says, nowadays just about match their professional conservatism. At conferences he tends to draw the younger delegates, who are impressed by the banjo and his word-perfect renderings of folk songs they do not expect the older generation to know.

Navellot Buchi Emecheta was at home in Comden for a few days last week between lecturing at the Frankfurt Book fair and taking up a university appointment in her native Nigeria. Her new job at the University of Calabar is to encourage creative writing among the students—something that she has already scored some success with in her own family.

Nowhere to Play, her latest children's book (to be published next month by Allison and Busby) recounts her daughter, Christy's experiences during the summer holidays three years ago. At that time she and her friends lived in a council flat near Regent's Park but couldn't cross the dangerous main road to get to the park and were continually run off any open spaces near their homes.

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From Nowhere to Play. Illustration by Peter Archer.

Roots

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Bridge correction

We apologise to bridge players hopelessly confused by typesetting errors in last week's bridge column (October 17). The two degenerated deals were placed in the wrong position; i.e. the first diagram referred to the second story, and vice versa. In addition, the East and West hands had, on each occasion, been transposed.

Thus in the second story it was the hand actually printed as West in the first diagram who was on lead. So great had been his partner's evident agitation on hearing the 7NT bid, that he had felt ethically obliged to lead his diamond, thus presenting NS with their greed slam but preserving his integrity.

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Educational Supplement

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Staff strive to keep courses going in face of cuts

The secondary school curriculum is under attack in many parts of the country. A TES survey of 1000 schools shows that cuts and falling rolls are already forcing some schools to drop minority subjects. Teachers are having to work harder, class sizes are rising, and many schools predict that the worst is still to come. Philip Venning reports. Full details pages 10 and 11.

Extra teaching load cushions schools

A survey of teachers are having to do longer in the classroom and more of pupils are being cut in larger classes as schools try to protect their curriculum. This one of the main findings of a survey of more than 1,000 secondary schools on how the curriculum is being affected by cuts and falling pupil numbers.

Some schools were only able to protect the curriculum by asking staff to give up free periods, time for marking, and administration, and return to the classroom. Just under 40 schools said that their staff had increased teaching loads this year.

I am only too well aware that, plain



The flexible core of Mansell's Law

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Philip Venning reports on a major 'TES' study of the effects of cuts and falling rolls on the curriculum

Overloading the system

Hundreds of teachers are teaching longer hours simply to keep the curriculum going, and the number is likely to rise dramatically with the next round of cuts next year.

A TES survey of more than 1,000 secondary schools in the United Kingdom shows that exactly half the 700 schools that replied had been forced to cut or reduce the teaching of some subjects this year. About 40 schools said that they were only managing to keep the number of subjects on offer by asking teachers to give up free periods and time for marking to spend longer hours in the classroom. This was especially true for heads, deputies, heads of department, and senior teachers, who were expected to put aside administration and increase their teaching load.

The survey—of the effects on the curriculum of cuts and falling rolls—shows that this increase in class contact time is sometimes considerable.

A school in Northern Ireland, for example, has managed to preserve its curriculum only by cutting time spent by staff in supervision, heads of marking. "Teachers this year are actually teaching two and a half hours more a week than in the previous school year."

In a large Berkshire comprehensive the headmistress and her deputies have taken on a "significantly heavier teaching load" to avoid restricting the curriculum. A Scottish head complains that senior staff have had to give up many desirable activities to increase their time in the classroom.

The head of a Hampshire comprehensive has increased the teaching load for all staff, especially when in two cases they are asked to do more than one job, to give adequate time to pastoral and administrative problems. The staff agreed that it is short-term, and not the best answer.

Increased teaching commitments, and the pressure on staff from shortages of books and equipment, has resulted in stress, sleeplessness, and a number of schools commented.

Overall the survey shows that though many schools are still largely unaffected either by cuts or falling rolls, the curriculum is already under attack. Many schools

A short questionnaire was sent to just over 1,000 secondary schools in the United Kingdom, and almost exactly 700 were returned. The response rate was much the same across the country, with odd exceptions. London, for example, was poorly represented. In addition about 150 were sent to middle schools, 72 of which replied, inevitably some schools were in the process of closing down, reorganizing, or starting their first term. They were excluded from the results.

said that they were surviving this year but would give quite different answers if cuts next year were adopted as planned. In other schools, however, falling rolls were a greater threat.

Pupil numbers are only falling in a third of secondary schools according to the survey. Government forecasts suggest that the number of 11 to 16s in school should now start going down, but the survey shows an uneven picture. Growing numbers in the sixth form seem for the moment to be offsetting the drop in the number of younger children in many schools, though the survey does not give enough information to quantify this.

The threat to the curriculum comes most strongly from cuts in teaching staff.

The survey shows that most schools that lost staff had falling rolls, though this varied between areas and districts. The main difficulty was in the south-east, where the loss of staff was particularly acute. A third of county schools had falling rolls, but 42 per cent suffered full time teaching staff cuts this year.

The situation is confused by the fact that some schools with rising rolls have not had expected increases in staff, and a reduction in the number of hours they worked. But this lower figure may

Contrary to expectations, staff reductions have not fallen entirely on part-timers. As the table shows, a third of all schools lost part-timers (and others had a reduction in the number of hours they worked). But this lower figure may

simply indicate that many schools use few if any part-timers anyway. The burden on teachers, and particularly heads, has been increased in many schools by cuts in school support staff—secretaries, laboratory assistants, and so on. But contrary to some predictions, local authorities have tended to cut teaching jobs before these.

Overall 21 per cent of British schools had a cut in their support staff this year, not counting those where the staff are working shorter hours. Only a few heads complained about these cuts, but those that did were vehement. A Wiltshire grammar school lost a full-time clerical post last year and a part-time one the year before. "I write letters long hand, make phone messages, do all the filing, address envelopes," the head complains. "I am one of the country's most highly paid clerical assistants. I am working long hours to ensure that no pupil, no member of staff, and no one in the local community suffers just because the clerical members in this authority are so short-staffed as to think they can save in this direction."

A Leicestershire school has suffered a 40 per cent cut in laboratory and general assistance. This has been covered by using clerical assistants for some of these jobs, and giving some clerical tasks to senior teachers. The school now has no full-time secretary or lab technician.

A Dorset head has had to change the staffing balance slightly in favour of the science teachers to give them the laboratory cleaning time, because of cuts in lab staff. "I am a sad waste of skilled teachers," he says in the minority in thinking that slightly fewer teachers well backed by ancillaries is better than just cutting back on ancillaries.

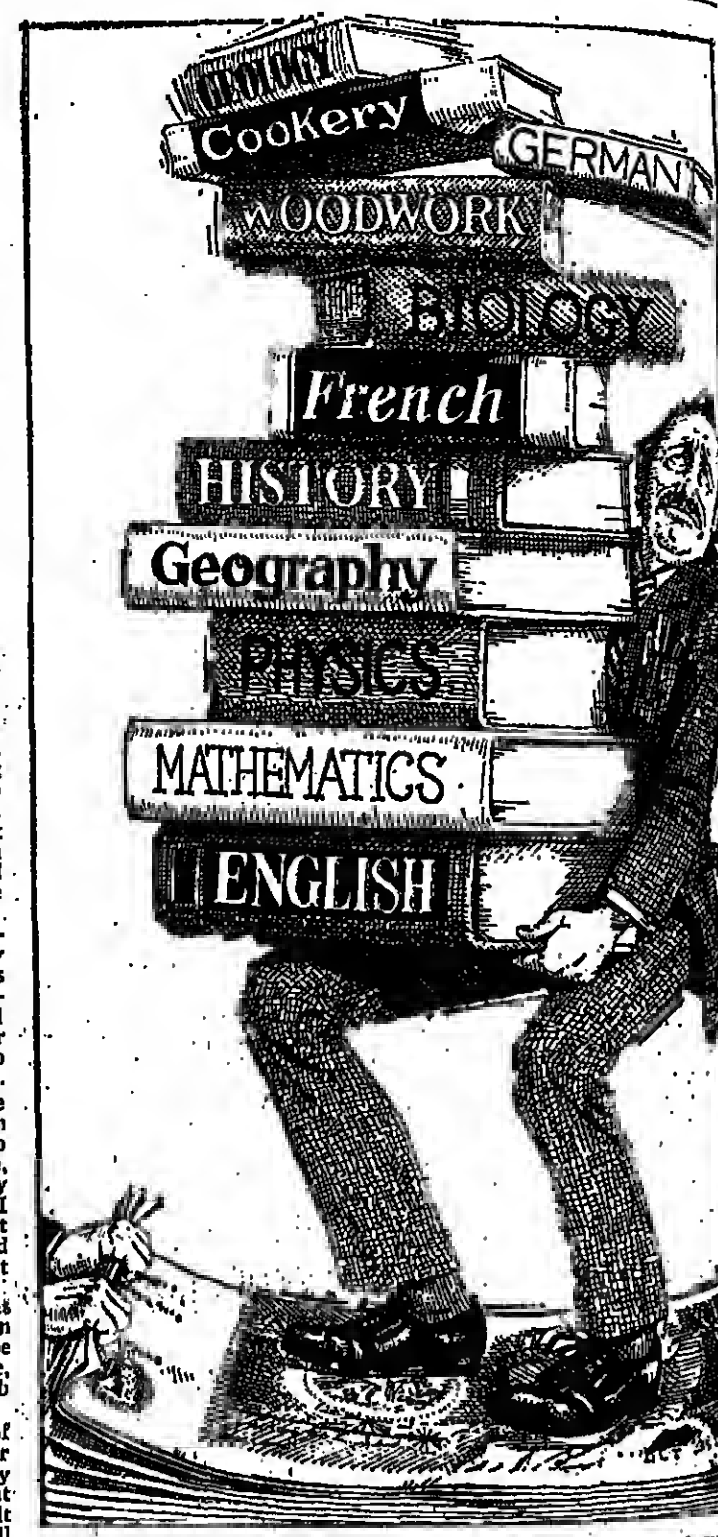
On the whole, cuts in ancillaries have not had any direct effect on the curriculum. No school has axed a science subject, for example, simply because of a shortage of lab staff.

As rolls fall and the number of teaching jobs shrinks, the familiar shortage of subject specialists may become less serious nationally. But for the moment they still inhibit many schools from offering as full a curriculum as they would like, according to the survey. Of the nearly 300 schools that reduced the teaching of a subject and the 150 that dropped a subject completely, 26 per cent and 33 per cent respectively said that on unfilled posts they

subject specialist was partly responsible. The question was ambiguous and some of these schools probably meant that the post had been a victim of cuts and not that there were no suitable applicants.

Many schools, particularly those in Scotland, have had trouble recruiting certain subject specialists. However, the head of an Aberdeen school, for example, reports a maths vacancy which is unlikely to be filled this term. "In which case," he says, "drastic change will have to be made over the whole curriculum."

A large Hertfordshire comprehensive



also has had difficulty filling physics, maths and chemistry posts and those appointed to fill vacancies in these subjects would not have been successful in earlier years.

A Solihull school has allocated more time for teaching history and geography at the expense of maths and science. "We are a victim of cuts and not that there were no suitable applicants."

These all tend to be the old problems, from the time when education spending and pupil numbers were growing. But in the short term they may actually get worse as rolls fall more sharply in some areas than others, and policies of no compulsory redundancy mean that the cur-

Special survey

'Decisions on courses are already distorted by cost'

From previous page

Schools specifically mentioned that their staff were having to teach subjects other than their normal ones, and a large number implied that was happening.

Staffing in languages and science have only been kept up in a Welsh school "by appointing teachers to teach subjects in which they are not specialists and in some cases, in which they have no experience or training at all."

In spite of the public outcry the scale of the cuts—the reduction in money for books, materials and equipment—has not yet had a direct effect on the range of subjects taught.

Only three schools mention it as a reason for dropping a subject, a further five give it as a reason for reducing the teaching of a subject. In most cases it was one of several factors, and was subjects that needed specialist expensive extra equipment.

These answers conceal the fact that the initial effects of capitalism on the curriculum tend to be more subtle, as many schools noted. Outdated books and equipment may reduce the quality of teaching. Perhaps more importantly, the shortage of new materials may impose a ceiling on the curriculum precisely at the time that schools are having to be much more flexible.

Many schools volunteered comments about the problems of reduced capitalism, particularly in areas like dyed where money for books and materials has been cut by

Though schools were not specifically asked about it, a number commented that they were now dependent on hand-outs by parents to make up the shortfall. The fact that computer studies was the only new subject added this year is to a large extent because parents were prepared to pay for the basic hardware, the second.

The survey shows that some schools are already finding that their decisions about courses are being distorted by questions of cost. In terms of books and materials, rather than their educational value. It was especially true in schools where new equipment and were used to grow in size and scope.

A typical reply from a Cheeshire school says that subjects that use consumable stocks tend to be dropped at the expense of other subjects; while a secondary school in Devon is worried about the future of practical subjects, which pupils were refusing to buy. "We could not afford to buy wood, food, cooking materials, and so on," the school was worried about the curriculum in the long term. Expensive science equipment, for example, wears out and cannot be replaced.

A handful of schools were asked in the subjects they offered. In the subjects they offered, that as rolls fall teachers are being asked to become more versatile. This confirms that the curriculum is likely to be lost, though not asked about it, a small

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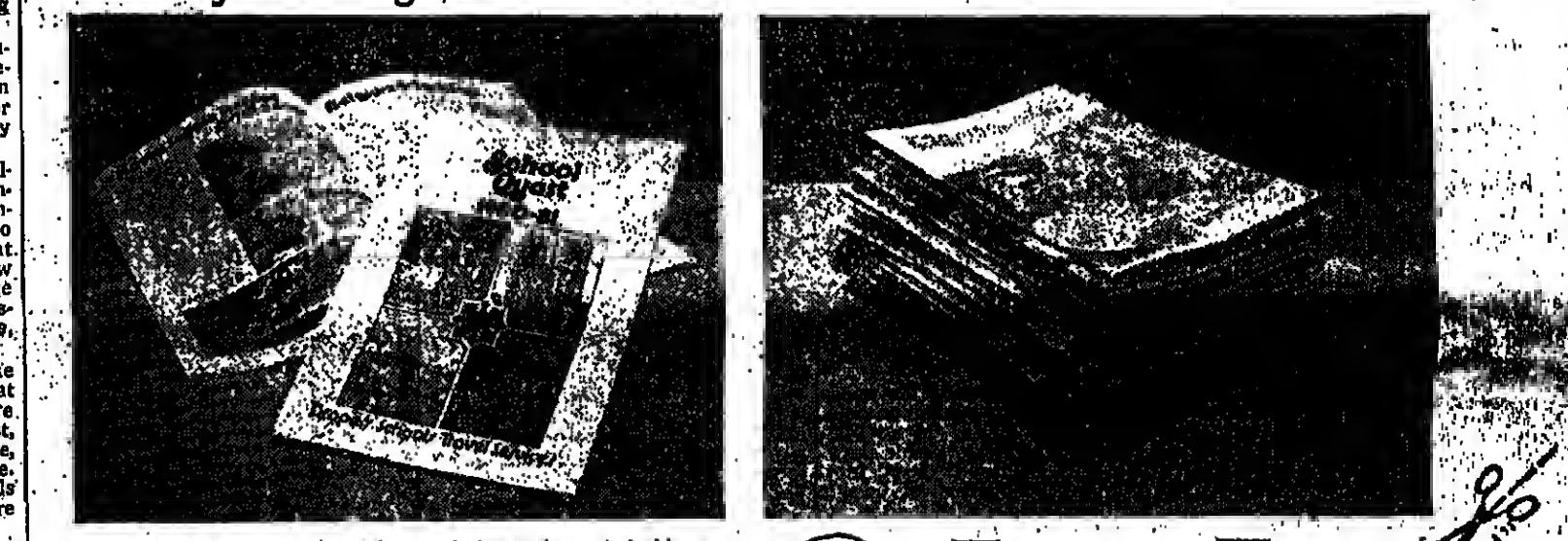
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Table one: rolls; staff cuts

Percentage of schools	Falling rolls	Full-time staff cuts	Part-time staff cuts
London	60	55	36
Midlands	45	40	25
English counties	32	28	16
Wales	30	20	12
Scotland	28	15	10
N Ireland	25	10	8
United Kingdom	36	29	16

Table two: the subjects

Percentage of schools	Lost a subject	Reduced a subject	Added a subject
London	40	87	48
Midlands	35	65	37
English counties	25	35	28
Wales	15	45	25
Scotland	22	30	25
N Ireland	3	10	26
United Kingdom	21	41	43

'Of the 150 schools that dropped a subject, two-thirds blamed cuts in various forms'

Overall, a fifth of schools had dropped one or more subjects completely this year. 43 per cent had reduced the teaching of some subjects; and 41 per cent had added one or more new subjects.

As the table shows, these cover wide regional variations. Northern Ireland's schools seem fairly static, while over half of London's schools were able to offer an extra subject this year. Generally the biggest erosion of the curriculum was in English county schools.

A significant number of schools had virtually the same curriculum as last year: one in five made no change at all and exactly half made no cut or reduction, but may have added a subject. This varied from 71 per cent of Northern Ireland schools to 43 per cent of English county schools.

These simple measures are only a crude indication of the highly complicated web of cuts, decisions, and time-tables and curriculum policies.

As the survey shows, many of the decisions to phase out some subjects were merely part of the normal process of evolution—pupils' preferences changing, new subject areas attracting priority.

Of the 150 schools that dropped a subject, many gave evocative reasons. Two thirds blamed cuts in various forms, 44 per cent mentioning lack of pupil demand or curriculum policy, and 13 per cent mentioned unfilled posts for subject specialists. The corresponding figures for schools that simply decreased the teaching of some subject were 75 per cent, 28 per cent, and 46 per cent.

Excluding Latin, which with odd exceptions continued to decline through lack of demand, the main subjects that were dropped tended to be unusual varieties of familiar subjects, often only introduced recently. Geography was the principal casualty, along with modern languages (though the reasons in this

case were equally divided between cuts and lack of demand).

Music, drama, religious education, and home economics were all dropped by several schools, as were economic, business studies, and shorthand and commercial courses. The former group were largely the victim of savings in the schools, the latter very often the victim of a reduction in links with local colleges.

A Liverpool secondary modern, for example, dropped social studies to allow more teaching time for other subjects, and environmental science disappeared when the teacher left for promotion, and staffing cuts prevented a replacement being appointed.

An Essex comprehensive dropped fourth and fifth form general studies, solely because of staff cuts. A Northumbrian school lost sixth form British Constitution, environmental studies and sociology; a Dundee school dropped Italian and engineering.

sciences because falling rolls had forced them to rethink their general curriculum policy.

Where schools had reduced the teaching of some subjects, the first casualty tended to be the same kind of peripheral ones. But inevitably, core subjects like English, French, and maths were sometimes also affected.

Maths, science, and craft subjects were especially vulnerable, as were art, needlework, home economics, music, and drama. Of the nearly 300 schools that did cut down on subjects, 43 per cent lost some teaching of maths, science, or technology. One in 10 were forced to cut back on maths by loss or shortage of staff; and one in 20, did so for English.

Staff cuts in a Lincolnshire secondary modern led to a reduction in English and maths teaching in all years, and the head felt that when staffing comes down even more.

The solitary piece of good news

was that schools throughout the nation have taken to heart the most exhortations to reduce microelectronics revision.

Because rolls are generally falling in the lower part of the school, in the sixth form level, and rising at sixth form level, it might be expected that schools would cut back the first and last year courses to allow an expansion of choice after 15. The number of schools that did this was 10, and another 10 added a vocational element to their curriculum.

Schools used a wide range of methods to increase the size of their sixth form. Generally it was in line with a local authority decision to increase the pupil intake. Nearly 120 schools did so in this year. Generally it was in line with a local authority decision to increase the pupil intake. Nearly 120 schools did so in this year. Generally it was in line with a local authority decision to increase the pupil intake. Nearly 120 schools did so in this year.

This week in the T-L'S

THE TIMES LITERARY SUPPLEMENT

Remembering
Pasternak and Akhmatova
by Isaiah Berlin

D. J. Enright on the Jonestown massacre
Seamus Heaney as a critic

The Wars of
Wyndham Lewis
Virginia Woolf's Suicide
Auberon Waugh on Sidney Smith
"The Songs We Know Best"
by John Ashbery

Every Friday 40p

OVERSEAS NEWS

Israel

Reformed matriculation has failed to increase motivation and enthusiasm

by Benny Morris

JERUSALEM
A new study of the reform in Israel's *bagrut* (matriculation) system has provided some powerful ammunition for conservatives in the Education Ministry.

The liberalization of the *bagrut* system, which began in 1977, spread testing over three years and allowed pupils to choose between 500 different test papers as well as writing individual home-prepared papers in place of one or two exams.

The new study, by Dr Mordechai Perry of Haifa University's school of education, commissioned by the Education Ministry, was unable to rule whether the reform has led to an improvement in academic performance.

On the basis of questionnaires sent to principals, teachers and pupils in 50 high schools, Perry concluded that most teachers and pupils disapproved of the expanded possibilities of examination, which today include computer studies, psychology, philosophy, music and art history.

The dispersal of testing over the three grades of high school has made for a more comfortable social and academic atmosphere, the study reports. And teachers and principals felt that the wider choice of subjects was one reason for a rise in the average marks in matriculation exams among most pupils.

But the study also concluded that the reform has not changed pupils' motivation to study, or markedly encouraged them to prefer individual home-prepared papers over sitting for exams.

In fact, some 25 per cent of the teachers questioned felt that the reform "has caused a decline in motivation to study, subjects not covered by the *bagrut*".

Moreover, many pupils, teachers and principals felt that the reform has damaged classroom "social cohesion". Some 28 per cent of the teachers questioned felt that the reform has allowed pupils to choose "easy subjects" and this has contributed to a lowering of academic standards.

This study also found "few positive aspects to the administrative side of the reform". Many teachers complained that the multiplicity of subjects and levels of testing has caused "administrative confusion" and unnecessary paperwork.

This view is highlighted by the facts that many pupils who sat for their final batch of matriculation exams in the summer of 1979 have still not received their final marks and diplomas.

A basic reappraisal of the *bagrut* system is now under way at the ministry and a severe curtailment of the number of exams and subjects on offer is being envisaged.

Australia

Tuckshop fight takes on sugar and fats—and slows tooth decay

by Bill Purves

SYDNEY
Australian parents, worried about the prevalence of sugary sweets and fatty foods in school tuckshops, are fighting back with some measure of success.

A Tasmanian study shows that the rate of decay in pupils' teeth is falling—and authorities say this is largely due to parental demands for healthier fare in tuckshops.

A Health Department nutritionist, Mrs F. J. Coy, said parents had become much more diet-conscious in the past five or six years.

A survey of 12 schools showed that in those where sweets were sold in the school tuckshop the pupils had a 26 per cent higher rate of dental treatment than those schools where sweets were banned.

All states have issued pamphlets to schools advising them on healthier diets. The New South Wales Health Commission claims that its campaign has led to the banning of sweets and sugary soft drinks from many school canteens and tuckshops.

A group of parents on the Victoria-New South Wales border have formed their own action group to fight dental decay and obesity in school children.

The group will monitor sales in 13 school canteens in the towns of Albury and Wodonga, encourage fruit and vegetable sales rather than junk food, and offer a list of healthy foods for sale including apple and water-melon slices, instead of soft drinks, hard-boiled eggs and chicken drumsticks, and a list of meat pies and veggie cheese instead of sweets.

A community health officer, Mrs Jan Ford, said a group had prepared a list of healthy foods for sale including apple and water-melon slices, instead of soft drinks, hard-boiled eggs and chicken drumsticks, and a list of meat pies and veggie cheese instead of sweets.

College opens in face of closures

SYDNEY
While most Australian states are closing or merging tertiary institutions, Western Australia has announced plans for a new college for 250 students, to cost \$4.6m (£3m).

Work on the new college at Port Hedland will start early in the new year. As the site is more than 1,200 kilometres north of Perth and well beyond the Tropic of Capricorn the college has been designed to cope with tropical conditions and the cyclones which hit the West Australian coast regularly.

The Federal Government will meet the cost of construction and equipment, while the state government will be responsible for its operation.

The college, which is expected to be completed in 1983, will concentrate on programmes for training apprentices and tradesmen in industry.

Port Hedland is the main outlet for West Australian booming iron ore exports, which go mainly to Japan. Students for the college are expected to come from the mining towns of Newman and Goldsworthy as well as older towns like Marble Bar.

In the past few months, the New South Wales, Tasmanian, South Australia and the Northern Territory have been closed amalgamated with other institutions.

How Zimbabwe is patching up its schools. By Isobel Marlow

Parents raise the roof once more

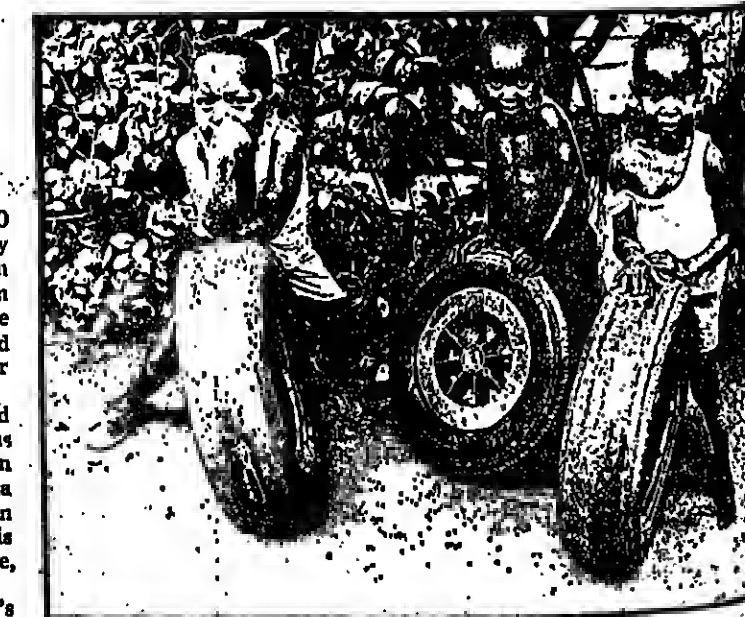
MTOKO
Urging the visitor from Salisbury not to be alarmed, Mr Nelson Mutanda, a school supervisor in charge of 80 primary schools in the Mtoke district of Zimbabwe, pointed out the scars of the recent war in the area.

As he drove down a dirt road pockmarked by landmine explosions to Chawero, about 100 miles from the capital of Salisbury, Mr Mutanda said, "During the war of liberation I used to make my way down this road, against the wishes of my wife, on a bicycle."

The area under Mr Mutanda's supervision was one of the worst hit by the war. Nearly all the schools were either closed down or destroyed. He thought it was remarkable that all 80 had reopened and were managing as best they could with partially destroyed buildings. Little equipment and largely untrained teachers. About three quarters of the teaching force is untrained with only four years of secondary education or even less.

Mr Mutanda had heard that Chindanga School, in remote Chawero, had now got a roof so he was on his way to verify this. In 1977, under pressure from guerrillas seeking to wreck the former white government's rural administration, the parents themselves destroyed this school. It was largely through the parents' efforts that it is now being rebuilt. With the guidance of Chief Chindanga, after whom the school is named, the parents had formed a committee to repair the school for their children, who would otherwise receive no education.

Although the school reopened in April, it was only recently that even the teachers, quite literally, had a roof over their heads. Mr Robert Gwira, chairman of the parents' committee, proudly showed the visitors the school's reconstruction, particularly the new roof which is particularly the original blueprint, taken away in 1977 and brought back when the work of the committee went out.



Make do and mend, in work and play. Zimbabwe pupils face a lack of improvisation.

The walls bear the marks of bullets and shrapnel and there is a great deal of work to be done, according to Mr Gwira.

There are 11 grade one classes at the school, with an average of 60 per class. Every day the registers are amended and the classes grow, but so far no child has been refused admission. A system of morning and afternoon shifts is in operation.

The head, Mr Kiver Dzotzel, is the only member of the original teaching staff to return to the school, which has 875 pupils and 19 teachers, 17 of whom are untrained.

He doubts he will get more teachers and certainly no trained ones. This year he lost three untrained teachers because of the low salary paid—about £32 a month depending on age, sex and particular qualifications, against a minimum national wage of £49.

A copy of the new social studies syllabus, which represents a radical departure from the current separate subjects teaching, lay on his desk but its implementation depends entirely on the calibre of staff he will have at the start of the new school year. Most of his present staff use step-by-step teaching guides which, in the past five years, the Ministry of Education and Culture has been trying to replace with more flexible resource books designed for the fully trained teacher.

But overcrowded schools and the use of a high proportion of untrained teachers are likely to continue for some time. One of the oldest teachers at the school, Mr Traveller Mase, got his job through the ruling PF Party's offices in Salisbury.

Mr Mase told me to go and see the time of independence. He is enjoying the challenge of the job but would like to see an offer of further education for himself.

It has not been easy to teach at Chindanga School for the past few months. The sun has scorched the ground and the air is thick with dust. The children are suffering from heat and dehydration. The teachers are struggling to keep the children in school.

Next year, at least, one will have been relieved. The Ministry of Education is planning to launch a programme of retraining for primary teachers. The programme will be run by the Ministry of Education and Culture.

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Minister launches major retraining scheme

by Jane Jessel

PARIS
A five-year programme of extended training for secondary teachers has been launched by French Education Minister Christian Bouillon.

The programme, which will be run by the Ministry of Education and Culture, is a response to the need for more highly qualified teachers. It will involve a three-year programme of training for teachers who have completed their initial training. The programme will be run by the Ministry of Education and Culture.

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OVERSEAS NEWS



Thumbs up for teaching creationism.

Public educators warn: Reagan can seriously damage your interests

Does the Republican presidential candidate threaten the survival of state schools? Clive

Cookson on the view from his education platform

WASHINGTON
"Until this year, education was never a major issue in a presidential election. This year it is. And it is not merely an issue of whether schools will get more money or less; it is a question of whether public schools will survive at all."

So says Mr Albert Shanker, president of the American Federation of Teachers (AFT). Few other people have spoken in such hyperbolic language to describe the threat by Mr Ronald Reagan, but many share Mr Shanker's fear that a Republican victory on November 4 would seriously damage their interests.

Mr Reagan and his party want to help private and church schools by giving parents tax credits to set up their children's fees. The public platform says this would mean that children whose schools are closed would have to choose to go to private schools or to choose to go to public schools. Almost everyone in public education believes that the effect would be to cream off more children from public schools, leaving the public schools with more and more to the states and local authorities. These could continue funding the programmes they wanted out of their own tax revenues, and discontinue the rest. A Reagan spokesman said, states would spend their own money more efficiently than federal funds.

Last week Mr Reagan appointed an education policy task force under Mr Glenn Campbell, director of Stanford University's Hoover Institution. Mr Reagan's favourite conservative think tank. The task force's 14 members, drawn mainly from higher education, were supposed to tell Mr Reagan what legislative and executive action he should take if he is elected. To judge from their public comments before the first meeting this week, they may concentrate on advice to reduce government regulation of schools and colleges, and not recommend big cuts in federal education spending.

Public education's fear of Mr Reagan is not only attributable to his views about the funding of public and private schools. The prevailing "liberal consensus" is also frightened by the candidate's statement about school prayer and evaluation. He wants Congress to restore voluntary prayer in public schools, which were outlawed by the supreme court 17 years ago (TES May 9).

And Mr Reagan told a meeting of religious fundamentalists that he believes there are "great flaws" in the theory of evolution. Therefore, he said, schools that teach evolution should give equal time to biblical "creationism". So far state legislatures and most school districts have successfully resisted the demands of Christian activists for equal time (TES June 13). But, as the Journal Science noted with concern, "support by a major presidential candidate of what has so far been a grass-roots anti-evolution movement raises interesting questions about the extent to which it may be able to effect school curricula in the future."

What educators know about Mr Reagan's practice as governor of California from 1967 to 1975, rather than his rhetoric today, is more reassuring. When the progressive Mr Wilson Riles was elected state superintendent of public instruction in 1970, he anticipated four years of warfare with the conservative governor. But Mr Riles recalls, "Frankly I got along very well with Ronald Reagan because he really left it up to me to run the school system."

California educators agree that Governor Reagan turned out to be a pragmatist who was happy to delegate responsibility and to accept compromise. Even the University of California enjoyed reasonable relations with Mr Reagan during his second term, after his famous war of words over student unrest had died down. In retrospect many university administrators feel that Mr Reagan treated them somewhat better than his Democratic predecessor, Mr Jerry Brown.

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Carter is running for re-election. Federal aid to education has increased by 73 per cent under President Carter, the Democrats say, promising continued growth over the next four years.

Both teacher unions are now working for Mr Carter, providing thousands of volunteers for his campaign. But the NEA has much more clout in the Carter camp, having endorsed him for re-election a year ago when his popularity was at its peak. Behind his rival for the Democratic nomination, Mr Edward Kennedy, the AFT supported Senator Kennedy until Mr Carter defeated him.

Other major education groups such as the American Association of School Administrators and the National School Boards Association, have avoided political endorsements, because they are traditionally non-partisan. But their spokesmen agree that the whole public education establishment could support 65 per cent of the Democratic platform.

Mr Reagan is committed to abolish the Cabinet-level Education Department (ED) which President Carter persuaded Congress to get up that year. He sees ED both as a symbol of the expanding Washington bureaucracy and as the first step towards a federally-controlled schools which would eliminate "freedom of education as we have known it all these centuries".

The Republican platform advocates replacing the present "cray" of federal education programmes administered by ED with block grants to states and school districts, which local education officials could spend as they thought best.

Mr Reagan's long-term view, mentioned in the party document, is that the block grants would gradually be reduced, throwing more of the financial burden on to the states and local authorities. These could continue funding the programmes they wanted out of their own tax revenues, and discontinue the rest. A Reagan spokesman said, states would spend their own money more efficiently than federal funds.

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Both teacher unions are now working for Mr Carter, providing thousands of volunteers for his campaign. But the NEA has much more clout in the Carter camp, having endorsed him for re-election a year ago when his popularity was at its peak. Behind his rival for the Democratic nomination, Mr Edward Kennedy, the AFT supported Senator Kennedy until Mr Carter defeated him.

Other major education groups such as the American Association of School Administrators and the National School Boards Association, have avoided political endorsements, because they are traditionally non-partisan. But their spokesmen agree that the whole public education establishment could support 65 per cent of the Democratic platform.

Mr Reagan is committed to abolish the Cabinet-level Education Department (ED) which President Carter persuaded Congress to get up that year. He sees ED both as a symbol of the expanding Washington bureaucracy and as the first step towards a federally-controlled schools which would eliminate "freedom of education as we have known it all these centuries".

The Republican platform advocates replacing the present "cray" of federal education programmes administered by ED with block grants to states and school districts, which local education officials could spend as they thought best.

Mr Reagan's long-term view, mentioned in the party document, is that the block grants would gradually be reduced, throwing more of the financial burden on to the states and local authorities. These could continue funding the programmes they wanted out of their own tax revenues, and discontinue the rest. A Reagan spokesman said, states would spend their own money more efficiently than federal funds.

Last week Mr Reagan appointed an education policy task force under Mr Glenn Campbell, director of Stanford University's Hoover Institution. Mr Reagan's favourite conservative think tank. The task force's 14 members, drawn mainly from higher education, were supposed to tell Mr Reagan what legislative and executive action he should take if he is elected. To judge from their public comments before the first meeting this week, they may concentrate on advice to reduce government regulation of schools and colleges, and not recommend big cuts in federal education spending.

Public education's fear of Mr Reagan is not only attributable to his views about the funding of public and private schools. The prevailing "liberal consensus" is also frightened by the candidate's statement about school prayer and evaluation. He wants Congress to restore voluntary prayer in public schools, which were outlawed by the supreme court 17 years ago (TES May 9).

And Mr Reagan told a meeting of religious fundamentalists that he believes there are "great flaws" in the theory of evolution. Therefore, he said, schools that teach evolution should give equal time to biblical "creationism". So far state legislatures and most school districts have successfully resisted the demands of Christian activists for equal time (TES June 13). But, as the Journal Science noted with concern, "support by a major presidential candidate of what has so far been a grass-roots anti-evolution movement raises interesting questions about the extent to which it may be able to effect school curricula in the future."

What educators know about Mr Reagan's practice as governor of California from 1967 to 1975, rather than his rhetoric today, is more reassuring. When the progressive Mr Wilson Riles was elected state superintendent of public instruction in 1970, he anticipated four years of warfare with the conservative governor. But Mr Riles recalls, "Frankly I got along very well with Ronald Reagan because he really left it up to me to run the school system."

California educators agree that Governor Reagan turned out to be a pragmatist who was happy to delegate responsibility and to accept compromise. Even the University of California enjoyed reasonable relations with Mr Reagan during his second term, after his famous war of words over student unrest had died down. In retrospect many university administrators feel that Mr Reagan treated them somewhat better than his Democratic predecessor, Mr Jerry Brown.

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LETTERS

Why 'Euro-literacy' is a must

Sir—As Hon Secretary for the United Kingdom Section of the European Association of Teachers (and a former head of a geography department) I was extremely interested in the article by Bryan White in your issue of October 10, and strongly support the views expressed. Geography is one of the basic subjects, and must play a part in teaching about Europe (including Britain) whether the teaching is to be done through individual subjects, or through the integrated discipline of 'European Studies' now taught in many schools mainly at CSE level, or in a few schools at A/O level.

I was however extremely surprised that in his continuing of interest and helpful organizations, there was no mention of the European Association of Teachers. For many years the United Kingdom Section of this organization has arranged conferences for teachers, focusing the need for teaching about Europe to form part of the curriculum for all pupils in schools. The Association represents teachers of European Studies on the Council of Subject Teaching Associations, but believes that our European heritage and future, provide material in

almost every subject to support specialized teaching. We are very concerned that at present many pupils leave school, barely 'literate' in regard to their knowledge about Europe or European affairs. European Studies, sadly, was taken up by language teachers, as an alternative to teaching a language to less able pupils, in comprehensive schools, usually with some elementary foreign language teaching thrown in. Neither the language nor the study of Europe could be taught effectively, and European Studies became a 'Cinderella' subject. It was not available to O level pupils, who if concentrating on the languages or science, might well not have studied history or geography, and even if they did could choose options within these subjects which had little reference to Europe. Thus their study of languages or science might well be diminished by lack of knowledge about the area in which they could usefully deploy their talents.

In regard to the DES document 'Framework for the Curriculum', our association has emphasized the need for all pupils to be, at least

European 'literate', about their home continent, the relationship of its different parts to each other and in the rest of the world. Mr White's suggestions are excellent but will be dismissed by some purely academic geographers, as introducing irrelevant material into the subject. Surely it should be possible to devise a syllabus including many of those suggestions, and other relevant historical, economic and environmental material, as a demanding O level subject European Studies.

Our association is looking seriously at this problem, and would be interested to hear the views of teachers on this matter. A much shorter module type course could be introduced for all pupils to ensure that they do not leave school believing as some senior pupils told me, that Belgium is the capital of Spain, or that the European Community was a little different from the Common Market, (which was not).

MARY E. DUCE,
20 Brookfield,
Highgate West Hill,
London N6.

'If you can keep your head ...'

Sir—The article 'Is your head-teacher necessary?' by John Price (the TES, October 10) caused some amusement here as another John Price was headmaster of this school last year. He is normally senior adviser, secondary, for Wiltshire and I exchanged posts with him for the year.

This is relevant to my reply to your John Price as the year ended me to visit over 50 secondary schools in this authority and outside. So while I cannot comment on the views of his head,

the first report that springs to mind on reading the article was that a good deal of a head's time is taken up dealing with the consequences of myopic colleagues like Mr Price. And, indeed, if Mr Price is concerned, he is probably little one can say about him. He does have a reputation for being a bit of a stickler for discipline, but I am sure that his school is a good one.

But that reputation was also caused by his head. I read the article towards midnight on Saturday afternoon, and I was not alone. I was at a meeting of the school staff, and I was not alone. I was at a meeting of the school staff, and I was not alone.

The previous week had been a hard one. Confidentiality prevented a disclosure of much, but it essentially comes down to the expectation of the public that one person be the principal channel of accountability. Mr Price might think

a head unnecessary; the public do not. And the role of a headmaster for the school entails that the head accepts a total responsibility for all that happens in the school.

This does not mean the head must know everything that happens, or that she/he must take every decision; but she/he must have a grasp of the general picture. I am not surprised that Mr Price thinks his head interferes unnecessarily. I am prepared to bet he would feel the same about me if he worked here. And since my fallibility is as great as anyone else's, he would sometimes be right. But I am also sure that most of my colleagues would agree that the head and sometimes checking, querying and checking, I am putting myself in a position to defend and help the staff work that teachers do.

I am also, I hope, providing leadership, helping to resolve conflicts, encouraging teachers and students, setting an example by my own work, and helping to convince colleagues, inside and out of school, of the value of what the school does. No empowerment of tasks will convey either the importance or the pressure of all this. But I am quite sure that, without a head trying to discharge this school duty of staffs. Of course there are bad heads—and they do a great deal of harm—but there are good ones too, and they are not helped in an increasingly difficult task if they have colleagues like Mr Price, power and good ideas may be as useless as a hammer without a nail. DAVID TERRY, Headmaster, The Headlands School, Cricklade, Wiltshire.



'Write out a hundred times, I must not use the Xerox machine without permission!'

Out of school distinctions

Sir—After such a superb review of *Absent with Cause* by David Horne, it seems almost churlish to correct one point he made. However it is rather important. *Absent with Cause* was not a book written in conjunction with Dave Brockington, was a joint effort, and its success, and impact on the Schools Council and UNESCO was so much a result of his brilliance as our joint project.

His message about out of school extension provision is very separate and distinct from the alternative education projects described in *Absent with Cause*. David Horne's review is quite right though to stress that curriculum issues should not be divorced from their social context, and that this lesson still needs to be learnt by schools.

It is exactly this obtrusive aspect that led Dave Brockington to react to the Youth Opportunities Centres as offering a real opportunity to help young people who were very illiterate from a decade of school. Four years ago he encountered considerable apathy in developing such a scheme.

Fortunately that position has changed, and now Dave Brockington and I are now working in a consultative way with other local people interested in aspects of the extension model described in *Absent with Cause*. We would be pleased to be called upon to discuss the work in more detail. ROGER WHITE, Baywater Centre, Baywater Avenue, Redditch, Warwick.

The end of the CEE: a basis for Hobson's choice

Sir—As members of the post-16 committee of the National Association for the Teaching of English, we wish to make an initial response to the article 'CEE: Finally Got the Chop' (October 17). The committee comprises lecturers in FE and colleges of education as well as teachers in schools and sixth form colleges, all with considerable experience of teaching the 16 to 19 age group, and the response at our meeting today was unanimous.

The first issue is the disturbing timetable proposed for the general reaction to the Government's consultative document 'ruled out this week' with a Government expectation of a response by December. Far-reaching educational decisions need effective dissemination and genuine consideration by all parties concerned.

We shall wish to make a detailed report in due course; at this stage we must emphasize some particular areas of concern.

● The consultative document is clearly based on the Mansell Report, ironically titled 'A Basis for Choice'. The proposals in that report will, in fact, clearly restrict choice of opportunities for young people at 16 plus.

● The Mansell Report looks at the problem from an exclusively FE position. It would appear that there has been no consultation with teachers in schools, and the views of experience and expertise obtained from CEE pilot schemes has been ignored.

● As well as offering a range of courses appropriate to the many needs of students at this age, CEE has acted as a bridge to those who wished to progress to A level. The proposed system of examinations involving separate compartments; A Level with a new Level linked exclusively to it; a vocational examination package, supposedly for the 'less able sixth former'; and the demise of CEE, could at a stroke become the single most divisive step since the introduction of the 11 plus examination. No

bridges have been envisaged between courses, nor even between institutions. The only being left open.

Thus we are being presented with an irreparable decision on young people's futures, and no provision for the roles of development, change of direction, and allowing new experience in both schools and colleges have demonstrated.

REG JINKS,
Chairman, National Association for the Teaching of English, 101, Street, Brighton.

Sir—The wheel has come full circle. After the war the Party conference left the Minister of Education, Mr. Mansell, in tears on the subject of the CEE. He threw out in disgust the idea of a 'choice' scheme. The Ministry of Education, Mr. Mansell, in tears on the subject of the CEE. He threw out in disgust the idea of a 'choice' scheme.

There will always be a demand for specialist teachers whose knowledge covers a limited part of the school curriculum. Most teachers of younger children in the primary schools are expected, however, to cover most of the major aspects of the curriculum and their expertise will be chiefly in the skills of teaching for literacy and numeracy and in presenting varied and appropriate learning instructions in other curricular areas. Nor is the demand for these skills limited to the primary sector.

There are very few existing first degree programmes (other than the BEd) which provide an adequate background for these tasks. Moreover, and in the longer term this will prove of considerable significance—there are likely to be very few graduates in the creative writing, design, and perhaps more importantly in some ways, mathematics, the sciences and technology who

are likely to supply the needs of the teaching profession solely through a handful of small PGCE courses.

Let us hope that your report, Mr. Mansell, is too possible.

hop around

Students are now applying for colleges of education. The 1981 will see the same 3,000 out of the allocation of 3,000 BEd places as at about 50 colleges are at least then 20 years of age.

Optimist on BEd prospects

In hard educational times it is helpful to college tutors, and student teachers to count on a little gloomy picture implied by the article 'CEE: Finally Got the Chop' (October 17), with numbers of recruits through the two main routes to qualified teacher status.

I would not wish to undervalue the good work done in many PGCE courses, although I do believe that nine months is too short to accomplish an effective initial training unless, that is, one can rely upon a systematic in-service programme beyond the induction year. What I do question is the desirability of the balance of recruitment swinging so far that this becomes the dominant route into the teaching profession. The prospect is now becoming a real one, unless some action is taken soon.

There will always be a demand for specialist teachers whose knowledge covers a limited part of the school curriculum. Most teachers of younger children in the primary schools are expected, however, to cover most of the major aspects of the curriculum and their expertise will be chiefly in the skills of teaching for literacy and numeracy and in presenting varied and appropriate learning instructions in other curricular areas.

Let us hope that, as a consequence of lack of foresight or temporary economic emergency, a similar story does not have to be told in the future about the advances in teacher education and training embodied in the design of many new BEd degrees.

IAN ROLLS,
Head of Faculty,
Portsmouth Polytechnic.

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Pupils' choice on colleges

Sir—The impression was given in your report 'Sixth Form: Crooming Effect Expected' (October 10) that those whose views appeared simply do not have confidence in the comprehensive system of which they are presumably have experience. Even the third article on the same page referring to a letter from the head of Hayes School, Bromley, Kent, concludes with a negative implication in the form of the question 'Can the answer be that some parents find that fee paying schools do not give value for money and that they sustain their pass rate at A level by a policy of discarding the less successful at O level?'

One would have thought that the good headmaster would have said that his school had justified itself by the very fact that parents with children at 20 different public schools had applied in recent months for a sixth form place.

When we reorganized in Huddersfield we created sixth form colleges

not solely for A levels but also for any pupils 'wishing to pursue a worthwhile course'. Those colleges also have strong links with the technical college. It is the children and not the parents who are deciding in significant numbers that they want to attend these colleges with a great variety of courses, in preference to the much more limited scope they have in their small sixth forms at public schools.

Such decisions by the children themselves make an amusing answer to Mr Donald Frith who would only accept the Government's proposal 'where a particular child cannot find his or her particular talents satisfied by the local maintained schools, i.e. handicapped children or ballet students'. Did he mean to use the abbreviation i.e. or was his intention to say e.g.?

Yours faithfully,
DOUGLAS STISSON,
Luton Chambers,
St. George's Square,
Huddersfield HD1 1EU.

Access to data 'too complex'

Sir—Your recent correspondence of 10th October 1980, concerning an 'real concern' have completely missed the point of one of our criticisms of the National Children's Bureau research on schools. The fact that the raw data are 'available' in the SSRC archives is irrelevant. Our contention is that the data are of legitimate interest to the public. How many people have the time, money and expertise to plough through raw data relating to 16,000 children in the NCDS sample? We are told that 19 people have done so. This is hardly a testimony to their general accessibility.

We repeat our concerns: the information is of national interest. Original data should have been summarized and presented in the

resource report: this printing of statistical formulae, maps of values is no substitute: the location of data in the SSRC archives is no use to the general public who have a right to know as much as possible about what is happening in our schools, especially when the information has been gathered at their expense.

We hope that the NCBS's next report on CSE, O and A levels, costing £36,000, of public money, will not be vulnerable to the same criticisms.

CAROLINE COX,
Chelms College,
and
JOHN MARKS,
Polytechnic of North London.

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Sports Diary

Values, not buildings, are needed to help the undesirable element in football crowds, says Warren Bradley, a former Manchester United and England player

Defensive tactics



A sound defensive technique is considered to be the basis for success in so many sports. Taken to its limits—as the Italian soccer teams did with their catenaccio or sweeper style of play—it stifles the game, turns it as a spectacle and drives away the spectators.

Responding to the threats posed by football hooligans, the various authorities have tended to look for defensive answers.

In 1953 I toured South and Central America with the England team. Every stadium has a fence round the pitch, some had a moat and we entered the playing area via an underground passage from the dressing room. You can imagine the complacent comments which were made by such respectable Englishmen as myself. It could never happen in our country, or 'it's those foreigners you know'.

Well, it has happened here, and we can hardly blame the Latin temperament. If the ordinary soccer supporter were to stop and think about the reason for the famous bores when himself or the players, I believe he would feel insulted or ashamed.

But, of course, it is not the average supporter who threatens the game and puts everyone on the defensive. It is a minority who use the soccer scene as a battleground. With so many people so closely packed together, the effect of the hooligans' behaviour is out of all proportion to their numbers.

As for the causes of violence on the terraces, they are only matched in number by the variety of schemes to control the threat. In my view one must accept that society's ills are being reflected by football's feelings. I use the word feelings deliberately, not to blame the game for the present state of our society, but to point to the failure of the sports leaders to devise a plan of attack.

In fairness, there have been many critics who have directly attributed the crowd problems to the policies of those who manage the sport. The latter have felt this to be unjustified and unreasonable, reacting by strengthening their defences rather than risk exposure at the beach by being more positive.

After all, the game has hardly been helped by the constant sniping at the authority of the referee, by what is now the inevitable television slow motion replay from three different camera angles. I really do wonder why anyone bothers to be a referee these days. Nevertheless, they do, and the game goes on. But on to what? Higher fences, identity cards, no visitors, supporters?

A football club has to look after itself and, it would seem, cannot avoid taking sound defensive measures to protect itself. Seeking a greater proportion of spectators, giving them more room and better facilities are hardly new ideas, but they need to be reviewed with greater urgency by the clubs.

Yes, the emphasis placed on this anguish and anxiety is the team. It is the players on the pitch who are the focus of attention on Saturday afternoon. As one or two teams begin to experiment with a "libero" rather than a sweeper, I should like to think that the players

would adopt a more positive approach to their role as the principals on the soccer stage.

You would be surprised at how little the problems off the field impinge on the awareness of the professional player. Notice the way in which players will dismiss the interviewer's question about rough play with a shrug, of the shoulders and the throw-away comment "Well, it's the British style of play isn't it. This is a contact sport". And he means it!

Players talk incessantly about the game, about fellow players, tactics and skills. Rarely do they go beyond that. So there is little chance of taking the discussion further, and wider issues involving the game do not usually become topics of conversation in the dressing rooms.

One of the reasons is to be found in the way a top class player is cosseted by his club. In its desire to produce a single-minded player, a club will go to extraordinary lengths to remove a star player from the day to day demands faced by more mortal men. He doesn't even have to provide his own jackstraps to put it crudely. It is no wonder that some famous players seem to be excessively selfish or to have little concern for the fundamental problems of the sport that is their livelihood.

In spite of what is sometimes said about them, many players genuinely wish to just get on with the game. That game, however, is under threat and I do not believe the players can continue to ignore their responsibilities to it. They must accept that they have a part to play in effecting change, that their actions can influence the behaviour of others. It was a sad moment for me when, some years ago, the physical education master gave me details of the school soccer "squad" rather than the "team".

I feel sure that there would be a tremendous response if managers and players sought goals which would include good behaviour, honest endeavour and respect for the authority of the referee—virtues we all applaud and which we sometimes think are as much in danger of becoming extinct as the whale, the albatross or the tiger.

Values and not buildings are at the heart of the matter. More leisure centres, as suggested by Denis Howell (The TES, October 3), will

not solve the problem, and there is no onirance fee!

Football cannot solve the employment problems, and neither can the nation out of its difficulties. But sometimes how, individual people may find a road to change for the times. Because the receives so much publicity, more influence than he realizes.

Working with teenagers, whom are regular supporters of teams at Old Trafford and Road, it is obvious to me that I am aware of the elements in the crowd. I describe how closely some of the month-old baby—she has taken a year (at the age of 48) at Cambridge, where I was in Education at Sheffield, been in Primary Education at Swansea, and Granada Television run a successful series—Picture Box—for children, and two more books.

It is the first one she will be most interested in. She says that every-thing she knows about teaching she learned in those days when she had a charge of 25 children aged 10 to 11, in a room 15ft by 30.

She quotes in the book an old village teacher: "If there was anybody I hated I was a child it was my teacher. I'd as leave a met her as I would a dog."

It is not difficult to see why she has been such a different teacher: she has been such a warm and humorous.

She is now too much confined to a chair, she says, "the old gh" and talks with delight of her Cambridgeshire children.

So, my respected football director, managers, coaches, players, give us all a lesson in teaching and parent who are related as they seek to adopt a more positive approach to the game.

Set that sweeper free, your play and go on to remove dissent and to play by the rules of the national game; one responsibility for the game is all.

Warren Bradley is a former Manchester United and England player. He is now a lecturer in Physical Education at the University of Kent, Canterbury.

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Adding love to authority

Sybil Marshall has been in education for close on 40 years. Here she talks to Rosemary Dinnage about her unusual Fenland childhood, her pioneering work with children, and her views on the role of the teacher



Sybil Marshall.

Sybil Marshall's *An Experiment in Education* was published in 1963. It fitted into place as part of the transition of primary education into an era of spontaneous experience: it was what could be done, with no more imagination and enthusiasm.

"We just went from strength to strength. Every time we started a project it was bigger than the one we'd started before. I would sometimes say to the children, 'You know, we can't do this'. 'Who says we can't?' they would say, and I'd think, well I can't stop them if they want to. By the time we got to about 1954 to 1955 the children were leading me; all I had to do was back their ideas and find them the materials."

From the early days, when her father dug up clay for the children from his cottage garden and her mother made number dominoes out of cereal boxes, they progressed to projects like bosing a term's work on Beethoven's Pastoral Symphony: pictures, poems, dances, studies of their own pastoral scenes, of the symphonic form and the orchestra, of rural costumes and customs.

What was there, I wondered, to her own background that has coaxed her to inspire both children and her education students to be more creative than they ever guessed they could be? She was born in an isolated fen village, into an "ordinary" family, that nevertheless seems to have been rather extraordinary.

"The unusual thing about us, I think, was my father. Mum was wonderful in her way—she was a great talker, loved dancing, was full of life—but my word she was tough! It was Dad who was somebody rather special. He had left school at 10, but he was a great reader, and he had a natural gift for music; he supplied the Fenland parties with music for dancing, either on his concertina or his fiddle."

"My parents were determined for us to have every benefit they could possibly give us, whereas a lot of people down

thors thought that if you were born on a farm and had a bit of land you stayed there. So we got to Romsey Grammar School. I think my school helped me to find myself; my teachers all gave me the feeling that I could do it—I would—and that made me want to."

"I never intended to be a teacher, I was expected to go on to university; but I was unlucky—it was the Depression, the money simply ran out, and so off I went as an uncertificated teacher, and was still in that capacity when I took on the village school. An uncertificated head teacher! I must have been one of the very last."

I said—as people must often have said to her—that being a brilliant teacher is a God-given gift and that she just seems to have it. What about ordinary mortals? "Yes, I do think good teachers are born, but I believe—and I'm very serious about this—that a lot more teachers could be made than are made. All education is based on a marriage between theory and practice; it's much easier to teach theory than practice, and that's what's happening today."

"What one does in the classroom floor, really, can only be learned by doing it. When I got the chance to run an In-service course for a further qualification—the Advanced Certificate of Education—I thought, now is the time to practise what I have been preaching: that the practical part of training must be realistic."

"I had 15 guinea-pigs on that course, bless them; they were mostly head teachers or deputy heads, and they'd put in two and a half years of two evenings a week doing the most modern theories of education. The guide pro quo was that their L.E.A.s let them have one whole term on full pay to do a practical course with me; and what we did was everything that the children do, except that we did it at an adult level."

"We took a theme and explored it in every way that the curriculum offered. Our starter was Marvell's poem (Nun Appleton House); we explored history, local geography, all kinds of art work; they all wrote poetry and stories; there was one man, a headmaster in his fifties, whom I taught to sew; they were my children for three months! They told me that they'd learned things in those three months that had just been vague theories up to then."

"Time was, you see, when teachers were able to concentrate on teaching; now a teacher has to be part psychologist, part sociologist. My criticism of what goes on nowadays isn't aimed at the teacher, it's aimed at the system, and what is demanded of teachers. I don't see how they can get on with their proper job of teaching when so much is loaded on to their plates."

"Take your fourth year BEd at 22 or 23; right at the peak of youth and energy, and having to sit up and burn the midnight oil over the most abstruse things. What has that boy or girl to offer in a classroom next morning?"

"If I had my way I'd have that young teacher going out to make music, dance, play badminton; it's the age for going to exhibitions, watching the Pennine Way, getting yourself to Brilbury with barely enough money in your pocket. A teacher needs a great wealth of everyday interest and culture apart from academic work."

"Once I was on my own at that little school, I began to see enormous possibilities. And the children I had were marvellous—they worked so hard; those children—you know, I couldn't have stopped them working even if I'd wanted to."

"We just went from strength to strength. Every time we started a project it was bigger than the one we'd started before. I would sometimes say to the children, 'You know, we can't do this'. 'Who says we can't?' they would say, and I'd think, well I can't stop them if they want to. By the time we got to about 1954 to 1955 the children were leading me; all I had to do was back their ideas and find them the materials."

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It's vitality that you need for teaching, and you can't get that without enjoyment, without filling yourself as full as possible."

"It would be a mistake, though, to think that in her love of creative and artistic work Sybil Marshall sees primary schooling as not concerned with basic skills. She has always taken these for granted; indeed, she states boldly that we can thank the examination system in secondary schools for at least keeping the worst excesses of the primary school in check."

"I often get blamed for the excesses of progressive education, which I think is most unfair. It never occurred to me when I was running my kind of education—which I later took into teacher training—that anyone could even consider education that wasn't grounded in the basic skills. It never entered my head."

"To me education meant providing the children with the skills that would enable them to make the most of any situation they were likely to encounter. Obviously, that meant reading, writing, and learning sound, logical thought. Having an ability with the pen and pencil could write down what you thought, and also being able to talk to other people in your company."

"It's no use a teacher in training saying to me, 'But I like my children to be happy'. So do I. But happiness comes a great deal from being occupied and knowing what you're doing."

"Discipline for me meant the addition of love to authority. Now—I'm sorry if this sounds dreadfully immodest, but I over that love is not love unless it contains a great element of respect. I could let my children at the school as free as they liked to correct them from one week's end to the next; but if I said 'stop', they'd stop like that."

"Suppose she had been teaching a huge mixed-ability, mixed-race inner city class? 'I think perhaps I would have been able to manage,' she says on reflection; and indeed I believe she would."

She is one of those enviable people who, without being sanctimonious, easily take what comes and turn it to advantage. The arthritis that has recently crippled her has, she says, been a blessing in disguise.

"Being housebound has loaded me just where I want to be. I was able to get off to a second career as a teacher trainer—and if I had to sort out my little part in the world of education it would be that—but what I was there I'd already made up my mind I wanted to be a writer. But I had to provide for my family, and writing doesn't pay, and so I didn't get the chance. Now I've got it."

She published, in 1966, *Fenland Chronicle* as a kind of memorial to her father; he had started on five chapters and she completed it, a mine of local lore and dialect. *Once Upon a Village* was published last year; now, in retirement, she has a whole batch of projects in progress.

"I remember what my father used to say. Every night he used to wind up the grandfather clock before he went to bed, and he'd say, 'Go right, old girl'; and then he'd start up the stairs saying, 'Surely goodness and mercy has followed me all the days of my life'. And I do feel very much like that."

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features

The unacceptable face of selection

I had been the 13th candidate out of 14 interviewed. The Head commented on this when he rang to offer me the job. I was to be form teacher for a class of seven and eight-year-old boys at the preparatory school for an independent Grammar School in a northern city.

The 90 or so applications I had made to local authority schools had all been unsuccessful. In spite of the fact that I had a degree and a Graduate Certificate in Education. This was the only place that would have me.

At the interview I had been asked how I felt about private education, and I had replied that I had an open mind about the issue. I had a naive belief in freedom of choice, and had been brought up to believe that all schools were equal. It was at the school my views were to change considerably.

I started teaching in January. My class consisted of 25 boys who had already spent one term in the school and considered themselves old hands. I had plenty to learn about how the school worked. As all my teaching practices had been spent in local authority schools, with no set uniform and informal groups of tables in the classrooms, it came as something of a shock to see 25 identically dressed boys sitting at individual desks arranged in long rows facing the blackboard.

Lessons were 40 minutes long, and conducted formally. This was quite easy to get used to. My pupils were, for the most part, polite, hardworking and well-behaved. I soon settled into the routine of

'I was at a loss to know what to do with the boys who sat sobbing because they could not read the questions'

teaching them general subjects in the morning and geography to the other forms in the afternoon, while my own class wore haviog games, PE, RE, or singing.

My first major insight into how the private school system worked came in February, with the entrance examinations. About 70 six and seven-year-old boys came to take the exams, which lasted a whole day, with 20 to 25 boys coming on each of three days. On the basis of the results, 25 places were to be awarded for the following autumn.

All my teaching was suspended for those few days, as I was to be in the hall with

What sort of pressures do young children face in the highly competitive world of the prep school? Jill Robinson provides an insider's report

the candidates. The hall was so cold the boys had to keep their outdoor clothes on. The little boys, some tearfully clinging to their mothers, were ushered in at nine o'clock, and the fussing mothers dispatched as quickly as possible, with instructions to collect their sons at three-thirty.

With the prospect of six-and-a-half hours in a cold, strange building, away from familiar classmates and teachers, it was no wonder that many appeared glum. Some threw up, others broke down in tears. The most cheerful ones were those from private infant schools, which usually sent a big contingent. But for some of the solitary boys from local authority infant schools it was a real ordeal.

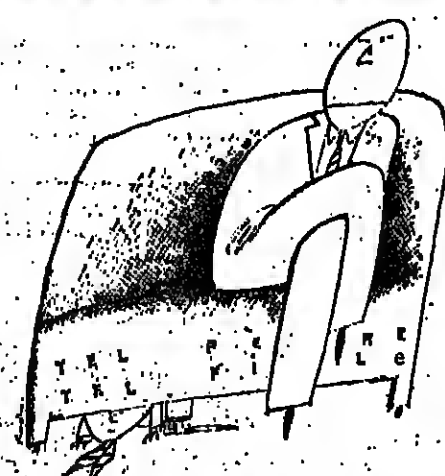
They were tested on reading, comprehension and number, and had to write a story. They also had several IQ tests to perform. All except the reading was conducted in silence, with only short breaks between each paper. The majority of the boys found the tests far beyond their capabilities, and it was unkind of their parents to have sent them.

Those from the private infant schools, or who had received special coaching, far outperformed. All the parents had known beforehand that every candidate would be expected to read fluently, as nearly all the tests were written. I was at a loss to know what to do with the boys who sat sobbing because they could not read the questions. They just had to sit in freezing unhappiness for several hours.

Once the papers had been marked, the unacceptable face of selection showed itself. In my naïve way, I had assumed that all the marks would be totalled and the places awarded to those boys who had come within the first 25. However, certain categories of boys were to be admitted to the school even if they had not gained a place within the first 25 on the list.

Those included potential boarders; sons of teachers who worked for the charity organization which ran this and its sister school; those who were choristers at the cathedral; and those who already had some connexion with the school, such as a brother or father who had attended.

Nearly all these boys ranked among the top 25; but a few did not. So began



the task of weeding out a few names from the first 25. In order to make way for the favoured 'talent'. Boys who had no previous connexion with the school were at a disadvantage here. When it was decided that the boy who ranked 19 was to be rejected in favour of a poor chorister, I felt moved to intervene. Although a newcomer, I felt that this was very unjust.

After a long discussion, it was agreed that both boys could come, and I was to have 26 in my class the following autumn. I would willingly have had more than that. (When the 19th pupil arrived in September, he was a dreadful nuisance, and I often wished I had not bothered to argue on his behalf. Then he settled down and became one of the best workers in the class, and I felt I had been justified.) The chorister scholar remained weak throughout his school career.

After six weeks I already felt disillusioned. On the one hand, children were being obliged to take these rigorous selection tests at age six or seven, in order that only a pupile of the highest standards should be admitted; while on the other hand, intelligent boys were being 'falled' in order that those with one foot in the door should be admitted even if their work was not of the standard demanded. My class for the next year was to include one boy who could not read at all, as one of his parents taught at the senior school, he had a guaranteed entry.

When parents are paying £100 per term (more for board) for their son's education, it is not surprising that the majority of boys are motivated, and usually prepared to be told. In fact, the main problem came was that they were far too keen to please, and too competitive.

The mark for each piece of work was entered in the margin, and at the end of term the boys were assigned grades which did not on how many marks they had but on how they ranked in the class. A boy was A+, the lowest D-, a system based on a relative, though absolute standard, so that always boys who had to be in the grade even if they had not been in the class.

If the standard of work was high, a boy could be in the lower grade even though he had worked just as hard as the boy in the higher grade. To compensate for this, an extra mark was given, to include the boy's lack of it. Even so, to work hard and achieve only D grade in the class must have been doubly disappointing to the boys concerned.

In spite of the selection pressures there was considerable variation in the boys' abilities, application, and speed within the class. But in order to grade the system to mean anything, the boys had to do the same piece of work. Some bright, quick scholars finished their work easily and were given extra work to keep them occupied, while the slower boys finished the first piece of work and then sat with their hands on their heads, not knowing what to do next.

In the same way, general subjects as history, geography, and music were not included in the first paper. It was not given the proper attention, and was surprised or how little the boys showed in nature study, and never heard of many of the boys, such as champions and runners, and the fact that most of the boys on frequent trips to the swimming pool and none came from home on the day of the exam.

The climax of each term was the assembly, when the 'Top Ten' class was announced. Only the top ten boys deserved applause; the names of the fourth to tenth boys were barely mentioned. The 11th boy, who might be a single mark behind the 10th, was a whole term's work was not mentioned. He had to wait until the next year to find out if he had made the top ten. The boys opened his report to find out if he had made the top ten. The boys opened his report to find out if he had made the top ten. The boys opened his report to find out if he had made the top ten.

Another unattractive feature of the school was their materialism. From well-off families (although the minority were not) and from boys who had been to school abroad. These boys were sometimes very confident

'When I asked a class of 10-year-olds what they thought the main occupations of people in the city were, the majority wrote down Doctor'

attitude to a poor schoolteacher like me, whose television was, and still is, black and white, and whose ancient Ford Fiesta caused much mirth.

The minority whose families had made the financial sacrifice to send their son to the school came in for much unwanted teasing. One boy, David, came from one of the colliery towns some distance from the city. His family had sold their car in order to pay school fees. David, who had a complicated bus journey to school, involving an early start and at least one change en route. On the bus, he had to endure the taunts of the passengers, who recognized the uniform of the "Snob School". He was the only pupil from that town, and was therefore singled out for much unpleasant attention.

Once he had arrived at school, his clothes were not over, for he was often late due to transport difficulties, and his parents knew why. In contrast, many of the boys had arrived at the school gates in their families' second car. Fortunately, David was highly intelligent and living

often as three times a week. Hours of the Easter term were spent shivering on the touch line, with one eye on the game, and the other anxiously watching the class, who were meant to be supporting the school, but who were usually running about trying to keep warm and relieve boredom.

The school was rugby mad; they even sang a special hymn called "Courage Brother, do not stumble" at assembly on the morning of rugby matches. No kind of inclement weather could prevent a match from taking place during my first winter, although occasionally a welcome snowstorm would prevent us from spectating. I once saw 10 and 11 year olds returning from playing in the snow, so numb that they could not speak or remove their boots. I wondered what they were supposed to learn from this.

Boys who were playing in any kind of team could be withdrawn from normal lessons for practices and away matches. One of my pupils whose English work was especially poor missed a considerable amount of work one season, which he never made up. Everything seemed to come second to games.

Being in a team was regarded as more of an honour than being in the "top ten". On the other hand, a boy who showed little interest in games, but who came to my recorder class and had a talent for music, was despised by his classmates.

Winning at all costs, rather than taking part, was the name of the game. The atmosphere in the school on the mornings after a few memorable defeats was unsportsmanlike, to say the least. Indeed, on a few occasions when a school team had lost, the result was not even announced the following morning in Assembly, contrary to usual practice. An inquest into the previous day's game was always convened, and the boys concerned missed yet more teaching.

Parents do not just send their children to prep school; the whole family becomes involved in the life of the school. People who are prepared to find substantial sums of money for their sons' education, and who often travel long distances to deliver and collect their children, expect a good return on their investment. They require frequent progress reports on the child's work.

Now I never minded discussing a child's progress with his parents, but I did wish that the school could sit aside spoils evenings for the purpose, instead of holding dubious "parties", where every-

of to the others that one did not have to be rich in order to be clever; a valuable lesson for them to learn, but rather on him to have to demonstrate. The boys never really came into contact with the general population. When asked a class of 10-year-olds in the geography class lesson what they thought the main occupations of people in the city were, the majority wrote down "doctor". Of 26 pupils, seven were the sons of doctors. There was no mention of farming, mining, engineering or food processing; all the other occupations listed by the boys were typically middle-class, e.g. surveyors, solicitors. My attempts to broaden their outlook by taking trips to local mills and planning up posters were of little avail.

I had trained as a primary school teacher, and I was in theory prepared to take any subject. But I could not work up any enthusiasm for rugby, which I had played and knew little about. It was to bring out all the worst traits of my pupils, and in me.

Every Tuesday morning I had to take up my whistle and a hastily prepared copy of "Know the game", and do battle with the Blues. I tried dutifully to get the boys to sweat up the rules, but they were too many and too complicated. I was soon in despair. My scrums were muddy free-for-alls; the lineouts were like a jostling queue of bargees; and I never knew who had tackled whom.

By Tuesday evenings, they always seemed to be colder and wetter than any other day of the week. After a month of this, I decided to find out if the boys were on the point of giving up. I decided I could go no longer. I informed the head that I was taking a sabbatical leave from my job, and I never knew who had tackled whom.

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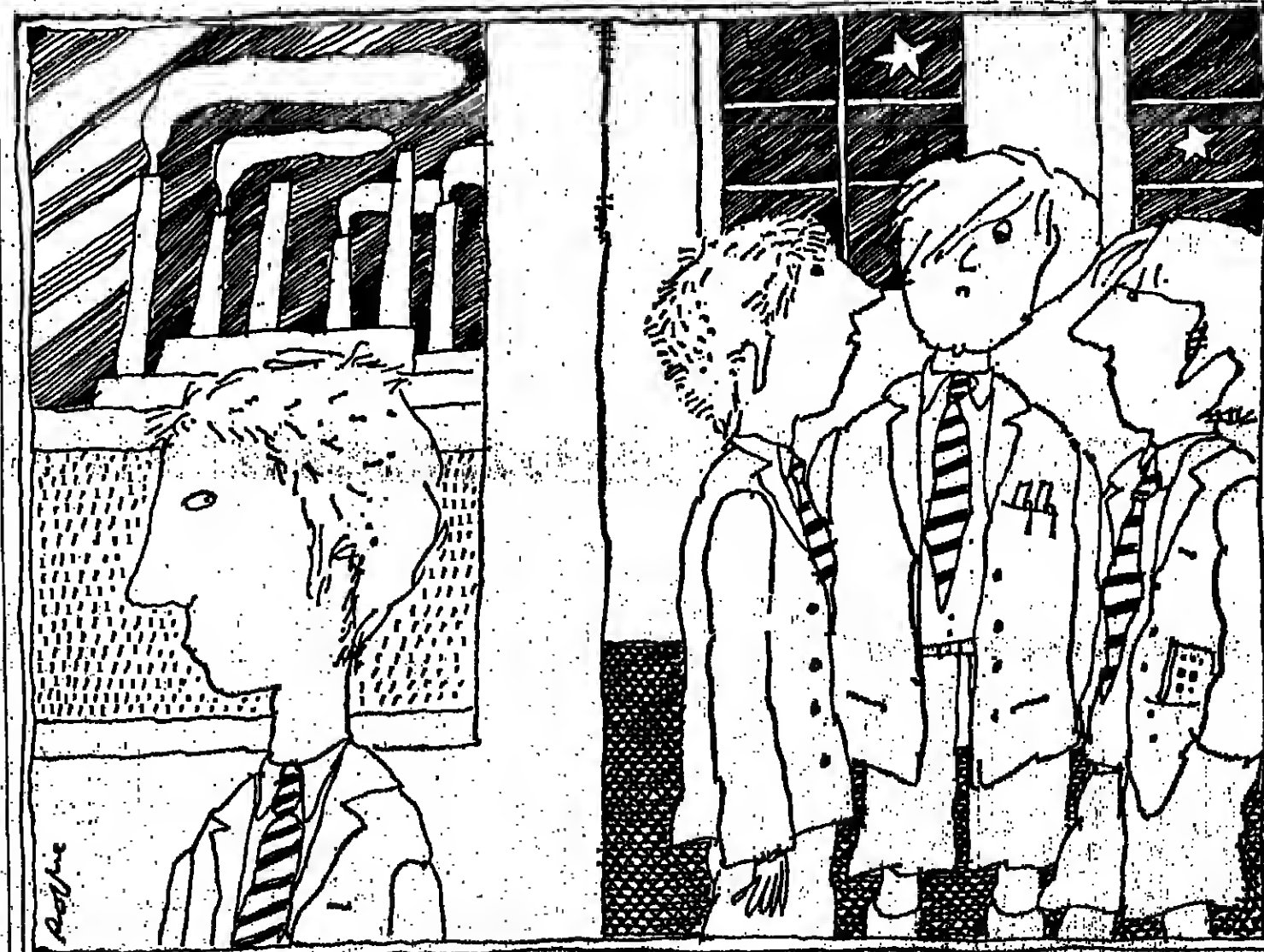


Illustration by Christine Roche

features

'Intelligent boys were being "failed" in order that those with one foot in the door should be admitted'

one was supposed to eat, drink and make merry, but where parents could stop you in mid-sandwich to ask about Julian's English or Michael's Maths, or why their son was not in the "Top Ten" when he was clearly brighter than whosit's boy who was?

The mixture of business with pleasure gave me indignation, but I did have an advantage over my colleagues, in that I always called my pupils by their first names. When asked about Simon's sums, I usually knew who Simon was, whereas my colleagues had sometimes to ask for the surname.

Most of the parents were very pleasant people, who genuinely believed they were doing the best possible thing in sending their children to prep school. Most did not begrudge the expense of all the extras that were required to pay on top of the fees. They mostly gave cheerfully, believing that they were helping the school in hard times. They had a heavy commitment to the school and wanted it to succeed. Besides, it was like belonging to an exclusive club.

In my three and a half years there only one parent confided to me that, after four years, he wondered if his had done the right thing in sending his child to the school. The boy had succeeded both academically and in sports, but his mother was worried about the values and attitudes of his son's classmates.

The family had recently lost their dog, and the boy was understandably upset. His classmates had ridiculed him for his grief, which compounded the boy's

misery. The delightful seven-year-old of my class had usually succumbed to the pervasive "Be a man/Men don't cry/Men are tough" ethos by the time they had reached the top class.

Many of the fathers wanted their sons to grow up as quickly as possible. One father continued to send his son to board even though the boy was unhappy away from home, after a year in the boarding house on a weekly basis. His mother wanted him to be at home. She had other children who attended a local infant school, and she actually drove past our school gates each day to collect them, so there was no transport difficulty.

She was discovered in the classroom one lunch-hour in tears; but there was really nothing anyone could do, except to be especially kind to the unhappy eight-year-old.

His father argued that all the other boys in the boarding house were happy, as he himself had been happy 25 years previously. The fact that his little son was a different person with different needs seemed lost on him.

It was with considerable relief that I went off on maternity leave. Unlike many new parents, I did not contact the Head the week after my son was born, in order to enquire about his progress. I returned to school after the full six months' leave, but resigned soon afterwards.

In doing so, I deprived my son of what some parents would consider the best possible prospect for his future: an automatic entry to the junior school, whether or not he passed the selection tests, followed after four years by automatic entry to the senior school, with all that independent Grammar school education has to offer—and all this at half-price, a perk given to teachers employed by the charity organization which ran the school.

No child from the school ever failed the senior school entry exam; some failed to reach the required standard, but were still accepted. Very few pupils fell to achieve high marks, however; there can be no questioning the high academic standards at the school.

The reasons why I did not want a private education for my son were social rather than academic. I did not want him to be made to feel inferior to his mother's class. I did not want him to be forced to live in the snow in order to become a man at 11; and I did not want him to feel that the ability to show manners, consideration, or grief, is not a worthwhile quality.

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...outing a number of
regular, not to say well-known
activities which concluded
with a couple of very valuable pages
on "anti-dope." Miss Stanley-rightly
emphasizes the need for participants to
evaluate their own work from the
artist's angles and also points out
the group leaders must not over-
state and encourage good work but
comment on weak or non-committed
work. If I feel that a person
is doing his best... then I am
not satisfied. It is a formidable
task, consequently, shopkeepers, there-
fore, of the various available

resources

Progress on many fronts

The Department of Industry has just announced the results of its microcomputer competition; the Department of Education will soon tell us how it has spent its first million and the BBC is launching a massive 'computer literacy' project. Carolyn O'Grady looks at the one area where money is almost freely available: microelectronics

Computers are what we need not advice. These were the words of a young head of chemistry last week. The occasion was the presentation of microcomputers and related equipment by Sir Keith Joseph to six secondary schools who had come top in the Department of Industry's schools competition. The competition was designed as a spur to the department of education's stubbornly immobile £9m Microelectronics in Education programme, the objectives of which the young chemistry teacher found it difficult to empathise with. An impressive amount of equipment was given away by the DoI to those schools who had most convincingly and imaginatively explained they wanted a computer. Many of the schools had no computers previously; four 16-year-old girls from Collingwood County Secondary School, Cumbria, Surrey, admitted that they had never seen a computer before entering the competition and had done all their background work at a local exhibition of microcomputers. But they still managed to produce an extremely well thought out plan for the use of a microcomputer in their guidance.

The competition revealed an abundance of enthusiasm and ideas, often married to heartening realism. A group of 15 and 16 year olds from Thomas Alleyne's High School, Luton, for example, had mapped out a five year plan for introducing design and technology department. Most of them would obviously not see its completion in the school.

Often it was the pupils who had made all the running after discovering that teachers felt at best diffident about and at worse destructive towards computers. So the ship of Collingwood and

five other schools, along with over 100 others which were given lesser prizes, are now the proud and deserving owners of a microcomputer. But is enthusiasm, ideas and equipment, as the young chemistry teacher suggests, all they need? It depends on the location of the school, but in some areas their problems may have only just begun. As the French, who were planning to place a microcomputer in every secondary school, are beginning to realise the machinery is indispensable, but without good software, maintenance, knowledgeable and enthusiastic teachers, changes in the curriculum and information, or at least some of these, the equipment is useless.

Some pundits in fact argue that the equipment is already being taken care of and that it is on these aspects alone that we must concentrate. The microcomputer is fast taking over from the video-recorder as the standard PTA gift, and American microcomputer companies in particular seem anxious to give away their products as prizes or just straight presents. But, the proposition is doubtful. Speaking at a British Educational Equipment Association meeting recently, Mr A. Clements, Director of Computing at King Edwards' Five Ways Grammar School, Birmingham, and a member of the Advisory Committee of the Microelectronics in Education programme, likened teaching with only one microcomputer to teaching swimming with only one swimming pool.

This is clearly an ideal, and a lot can be done with only one microcomputer in a school, but with a recent Council for Educational Technology survey suggesting that only about one-fifth of secondary schools in the maintained sector

have one or more microcomputers, there is still a lot of room for initiatives involving equipment. There is also the question of which machine. Many of the microcomputers now on the market, especially some of the American versions, are not designed for schools and certainly not for British schools. They are not useless but many schools may find themselves severely restricted by their choice of machines in a few years time.

The DoI's Microelectronics in Education project explicitly ignores equipment in favour of curriculum and software development and in-service training. The department's tardiness in beginning the allocation of its £9 million budget has caused deep anger and frustration, but even without its director—Mr Richard Pothergill takes up his position next month—decisions on how to spend the first million; this year's allocation, have already had to be made. Most of the money has been given to in-service training, the committee feeling that without knowledgeable and enthusiastic teachers microcomputers will never be accepted. Some have also been allocated towards the groundwork for software development. MUSE Ltd (previously Microcomputer Users in Secondary Education) but now the teachers' organization for computer users in all schools) has been given £30,000 towards setting up an information centre in Birmingham which will open in January. Herfordshire have been given a grant to undertake a survey, i.e. software. MUSE Ltd is also doing work into software transferability. Provision of appropriate software is probably one of the most daunting tasks facing schools which

acquire a microcomputer. Software can be written in the schools or can be bought in the form of "packages", which is by far the easier course. However, though there are plenty of packages on the market, many are American in origin and not suitable for British schools. Mr Clements estimates that at present there are about 100 useful microcomputer programs available nationally. Of these about half come from the highly praised Schools Council Computers across the Curriculum project.

On top of this there are hundreds of teachers throughout the United Kingdom devotedly writing computer programs for their schools. The attitude of the Microelectronics in Education project to this activity is ambivalent. While acknowledging that in the absence of alternative programs in many areas of the curriculum, teachers can usefully provide their own which can be tailor-made to the needs of their school, there is much talk of duplication, re-inventing the wheel and obsessive program-writing with detrimental effects on teaching. Duncan Sledge in *Microcomputers in Education*, a CET publication, points out that it took roughly 25 people five years to complete 52 programs for the Schools Council project. "Assuming that all concerned were enthusiastic about the task," he says, "the reader can draw his own conclusions about the time-scale of software development." It is clearly in everybody's interest that the software problem be made freely available or they are written. The DES's initiative may be relatively well-funded, but it is evidently not moving at speed and its effects may take a long time to seep through to individual schools.

The multi-faceted nature of introducing microelectronics into education makes it alarmingly puzzling for many schools and pupils. The lack of support in one area or another. Provision in Curriculum LeA's—Hartford, Luton, and the ILEA are extremely advanced with centralised tenancy arrangements, software curriculum development. Others haven't even begun. There is fortunately very much in it which could quite soon offer to schools. This is the BBC's computer literacy project, a scheme planned to start in 1981 which is aimed at visiting home, colleges, schools and universities. The objective is to teach computers and computing (programming) at many levels, computer and transferable skills tailored to the needs of the individual. The project will be supported by the BBC's television and radio with reading and writing. Casting will be a small but important component of it which may involve publishing of books, making software, videotape programs in the field and other computer manufacturer.

The BBC is still negotiating organizations who may be involved and is therefore unable to give details of the project stage. It is clearly a very ambitious project, but the main aim is to be in the home, but depending on it is structured, teachers may find it in the sort of support material they need. It doesn't then parents almost certainly will.

More than just learning to cook, this pupil at Islington Green School is involved in the mathematical processes of calculation of quantity, weight and volume.

The pupils—a decade of promise, challenge and positive change when, for senior pupils, home economics becomes an essential element of the curriculum and ceases to be an "add-on". As the focus of the curriculum, home economics would be a unique subject presenting to pupils an awareness of a number of subject areas as a coherent and relevant whole.

In spite of the grim outlook predicted by falling rolls, staff shortages, the effects of the surplus surrounding the core curriculum, the reduction in the provision of resources, and the changing standards resulting from a school's needs, policy, those responsible for the organization of the curriculum will be looking to existing resources and to encourage their development.

At a time when many areas of education are in decline home economics is prepared and equipped to take a positive lead. It is a subject which prepares pupils for life outside the educational system, offering a multidisciplinary approach which enables the pupil to develop his capability of establishing and maintaining stable relationships to use resources to the full, achieving competence to adapt to the demands of an ever-changing world.

Home economics is concerned with the use of resources for the development of the well-being of the individual. It is a subject which makes a significant contribution towards linguistic, artistic and creative, moral, social, physical and mental development. Through the study of home economics pupils may enrich their experience and enhance their competence in a wide range of skills by discussion, investigation, study and discovery, and in planning, expenditure and practical work with the detailed recording and appraisal of results. It is also of particular value to pupils with language difficulties and for those for whom English is not their mother tongue, for the vocabulary used is relevant to everyday activities.

A craft subject yes—but one concerned also with the formulation and solution of problems of design, planning and carrying out tasks and yet offering the satisfaction and enjoyment of constructive creativity and craftsmanship. Creative response is stimulated through the observation and investigation of the environment, the selection and use of a wide variety of materials. Aesthetic discrimination is developed through the increase in sensitivity, the furtherance of spatial awareness and the appreciation of colour and textures when handling foods, fabrics and equipment.

A study of home economics contributes towards the establishment of definite attitudes towards health, fostering an awareness of the individual to his responsibilities to himself, his family, home and society. Sensory skills of sight, sound, smell, taste and touch are also enhanced by the variety of media and tools available and the learning experience provided. Psychomotor skills are improved as a result of increased sensory perception and reflected in muscular control, manipulative dexterity and efficiency. Home economics further the understanding and use of mathematical and scientific concepts and provides opportunities for the development of skills concerned with organization and management. It provides practical experience of mathematical processes involving weight, volume, calculation of quantity, measurement, proportion and measurement. For more senior pupils the knowledge is extended

and applied to other facets—consumer education, ergonomics and money management.

A technological approach presents opportunities for the furtherance of understanding and appreciation of functional design and performance. Home economics is essentially concerned with understanding scientific principles and their practical application to such topics as food and nutrition, textiles, equipment to the home and materials. It also encourages a wider perspective on the conservation of the environment and world resources.

The home economics department is equipped to offer a sequential, cumulative programme related to the experience and needs and pupils developing through their personal experience in the home and in the community thus giving meaning, purpose and relevance to theoretical work and an acceptance of co-operation which may otherwise be difficult to comprehend.

In the area of examinations change is approaching in that some examination boards are discussing the alteration of emphasis on the practical content of course work. In the future has the opportunity to prepare for the common system of examining at 16 plus.

The time is ripe for thoughtful debate, exchange and careful deliberation of curriculum issues and examination entry policy within schools. The home economics department is furnished to take a lead in the contribution to debate on the core curriculum, accepting the existence of resources and staff expertise as a sound basis for development. Headteachers and those responsible for curriculum innovation may wish, in their turn, to look to the home economics department for a lead—where better to start than in the area which prepares for life?

In the course of the debate we should aim to enable pupils to

Health education—will it damage the curriculum? 28 • Schools Council: Home Economics in the Middle Years. The DIY approach 29 • Catering for boys 30 • A Health education department at work 30 • Nutrition and science: an in-service course 31 • Consumer education 32 • Developments in the Schools Council Health Education 13-18 Project 33 • How some schools are tackling health education 34 • The history and philosophy of home economics 34 •

relate intellectual and academic studies to a wider appreciation of society and to strengthen the acquisition of personal skills, the learning process and the understanding of modern technological processes. We need to create a design curriculum which is able to stimulate imagination, engage curiosity and stretch intellect. The next decade with the industrial emphasis in automation and scientific innovation will present higher unemployment and a society in need of increased leisure education. Home economics, recognized as an area of

academic study, has its own contribution to make offering research and appreciation of such vital facets of preparation for life as social conditions, family relationships and community services, health and nutritional issues with consumer and management skills. In the immediate future there must be an appraisal and review—a painful exercise but one which will enable us to look back at the end of the decade to a job well done—a new curriculum which looks forward to the core—and forward to further horizons with competence and confidence.

A POSITIVE CHALLENGE

Contributed by the Association of Teachers of Domestic Science

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Orchestrated information

The Music Education Centre at Reading University will soon provide a survey of music teachers in secondary schools with an annotated bibliography of music appropriate to their pupils' age groups and similar to that already available for primary schools. The bibliography covers all subjects from core to solo instruments, sheet music and pieces on G.C.E. examinations syllabi. "To include these really would be opening the floodgates," says Dr Anthony Kemp, director of the centre. "We are catering for ordinary music teaching rather than for examinations, although it might be possible to do something about these later."

Use of the annotated bibliography can cut research time considerably, since the pieces are classified by type, age group and special interests, information that music publishers rarely include in their catalogues. The work is being carried out by Mr Clive Walkley, who compiled the bibliography of primary school music with the help of a part-time librarian and volunteers from local secondary schools. It should be finished by the end of the year.

Visitors to the Music Education Centre will now find everything conveniently assembled in one building. Its rooms stacked with cross-indexed and readily accessible book files containing all the music listed. There is a room apiece for the primary and secondary categories, each equipped with a piano for visitors to try out pieces for themselves. Associated with the secondary school collection is a set of a dozen tape/alide programmes and background material explaining the University of York/Schools Council project Music in the Secondary School Curriculum, which the centre is now responsible for promoting.

The centre also has a range of books, journals and music tests which are of interest to anyone researching music education. For teachers who want to buy new instruments it has an assortment of guitars, percussion instruments, (drum, conga, etc.), recorders, brass instruments, tambourines and other instruments outside the orchestral range or the violas and compare quality between manufacturers. There is also a synthesiser.

Elsewhere visitors can look at kits and listen to tapes used in conjunction with the University of Reading School of Music project Music Education for Young Children, published by E. J. Arnold of Leeds. A new development of which Dr Kemp is particularly proud is the comprehensive scheme he has set up with five local music teachers, advisers—Bill Davies of Wiltshire, Hamish Prator of Berkshire, Martin Sheldon of Oxfordshire, Paul Smith of Buckinghamshire and Dennis Wickham of Hampshire. They have been working on a scheme which believes to be the country's first coordinated regional in-service training scheme for music teachers.

This scheme involves some 3,000 institutions (schools and colleges) and entails some pooling of resources; it has the advantage of providing courses that few counties would find viable if they had to run them alone. Thus it is that the current programme deals with such matters as the new techniques for teaching music to pupils of varying abilities in one classroom, the relationship of music to modern jazz and popular music, and aspects of composing.

That calls, he said, for much greater spontaneity from the teacher. Not surprisingly, some music teachers find that prospect off-putting, or even frightening, and it is the aim of the Music Education Centre's team to help them to overcome that prospect and to diversify.

For users of the original bibliography, Mr Walkley has produced a supplement, bringing the work up to date; there are (a sign of the times) a great many additions. It costs £1.20 (plus 40p for postage and packing) and may be obtained from the Music Education Centre, University of Reading School of Education, London Road, Reading, Berkshire.

Cloudy view

Smalltime weather pictures have done great things for the viewing figure in television weather forecasts—they make so much more sense than all those oddly disconnected symbols, pinpoints the British Isles with half-hidden suns.

Now the Royal Meteorological Society has produced a teaching aid to help O-level meteorology students understand how such pictures are interpreted. Two satellite photographs of northern Europe and the Atlantic, taken on successive days in October last year, are the basis of the aid. They are analysed by means of infrared images, surface charts and radio-sonde ascents which give vertical weather profiles. There is information about the satellites, TIROS-N, which was launched from California in 1978, and a set of 11 suggested class problems.

The society is modest about its educational efforts, and welcomes suggestions for improvements. The pack can be obtained from the Executive Secretary, Royal Meteorological Society, James Glaisher House, Grenville Place, Bracknell, Berkshire, RG12 1BX, price £1 each plus 30p postage.

Among the publications distributed by the Campaign Against Arms Trade (CAAT) are leaflets, a slide/tape presentation, and games. "Arming the World", the slide/tape, runs for 28 minutes and is described as "an informative introduction to many of the issues connected with the arms trade, including the effects on purchasing countries". Sold for £3.50, the fourth form upwards, it costs £3.50 for a week's hiring, plus 75p postage.

The CAAT also have a role-play game, "Choices", which is intended for use by between 15 and 30 players, cost £2.50. CAAT, 5 Caledonian Road, London N1 9DX.

Living diploma

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Home Economics Awards AIDS

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polytechnics

Management

OUTLINE OF A CRISIS

By Ian Waitt

The administrative constraints on the management of education in Britain limit the managerial goals of efficiency and effectiveness. In addition, external pressures—expenditure restraint and its consequences—are such that polytechnics are subject to a challenge to the concepts underpinning their foundation.

Educational goals in this country have to be inferred from the sum of legislation, regulation and practice which forms the educational system. As we have no written constitution, so we have no defined national educational objectives. However, the administrative framework, which carries the implied philosophy, is also the means by which changes which themselves threaten the philosophy can be carried out. Thus, the implicit of current DES investigation of current "autonomous" institutions is a serious: as teacher education reorganization showed, the criteria for rationalization are not necessarily educational, or coherent, or even comprehensive.

The polytechnics may well find that their response to local needs—one reason for their creation—is heavily restricted by centrally operated criteria based upon either premises, in the absence of national goals such a circumstance is almost routine. It makes yet more difficult the education managers' task, always complex since the "product" of education is not readily quantifiable. Even the theoretically "good" product can amount to little more than a student teacher, regulated in 1977, throughout no fault of institutions' education managers, had become by 1977 a "product" of education in the use of the word.

by control government of particularly blunt fiscal instruments to control public expenditure. Although there has been an increase in student enrolment this year, the "capping" of the advanced further education pool and rate support grant restrictions have had institutional consequences dramatic enough to threaten the very nature of the polytechnics.

The polytechnics were created as a form of educational expansion. They were intended to meet the demand for higher education within the local authority system. Concentration of full-time advanced courses in polytechnics was intended to promote efficiency and economy. Opportunities were to be created for part-time students, and students from the local authority. The aim of full-time vocational objectives made the polytechnics distinct from other forms of higher education.

A condition of the designation of a polytechnic imposed by the DES was that its internal government should be based on the model laid down in the Weaver Report of 1966. The atmosphere was one of expansion and a demand for greater academic democracy. Its purpose was stated clearly by Weaver: "Academic freedom is a necessary condition of the highest progress of academic institutions" and enforced by the DES: polytechnic systems of government must ensure the essential highly qualified staff and enable them to participate fully in the decisions affecting their academic community: "these objectives can only be achieved by delegating the main responsibilities for conducting the affairs of polytechnics to suitably constituted governing bodies with a large measure of autonomy; and, under the general direction of the governing body, to the director and the academic staff."

Thus governing bodies were charged with the general direction of polytechnics, although the general educational character of institutions was to be determined by local authorities in consultation with governing bodies. Local authority membership of governing bodies was restricted to one half, at most, the remainder being composed of representatives of the community, staff and students. Academic boards were given responsibility for the planning, development, co-ordination and oversight of academic work. Weaver stated that the boards' functions were wide, including making recommendations on staffing and consideration of the estimates.

Like all democratic systems, especially those imposed from above, the method of government was imperfect, as was some of the character of the management which emanated from it. Calls for greater academic freedom were met by resistance. Ministerial statements have continued to deny the claim of the Committee of Directors of Polytechnics for charter status for their institutions. The report emanating from many local authorities was that academic democracy, derogated from the true democracy; the local authority as represented by its elected members. Then came contraction.

Theoretical management approaches to educational contraction abound, but in essence there are three vital factors which theoretical approaches cannot encapsulate: without defined educational goals, and with the national body proposed by Oakes muddling on the DES shoving with the rest of his report there is no educational base into which an incision cannot be made—there are no limits; the result of cuts end, probably, increasing external control; is to overthrow the system of government, and hence management, of

the polytechnics; and to leave many in institutional management positions in the classic dilemma of middle management: pressed from below and above, and not having been formally equipped with the skills for the tasks now facing them.

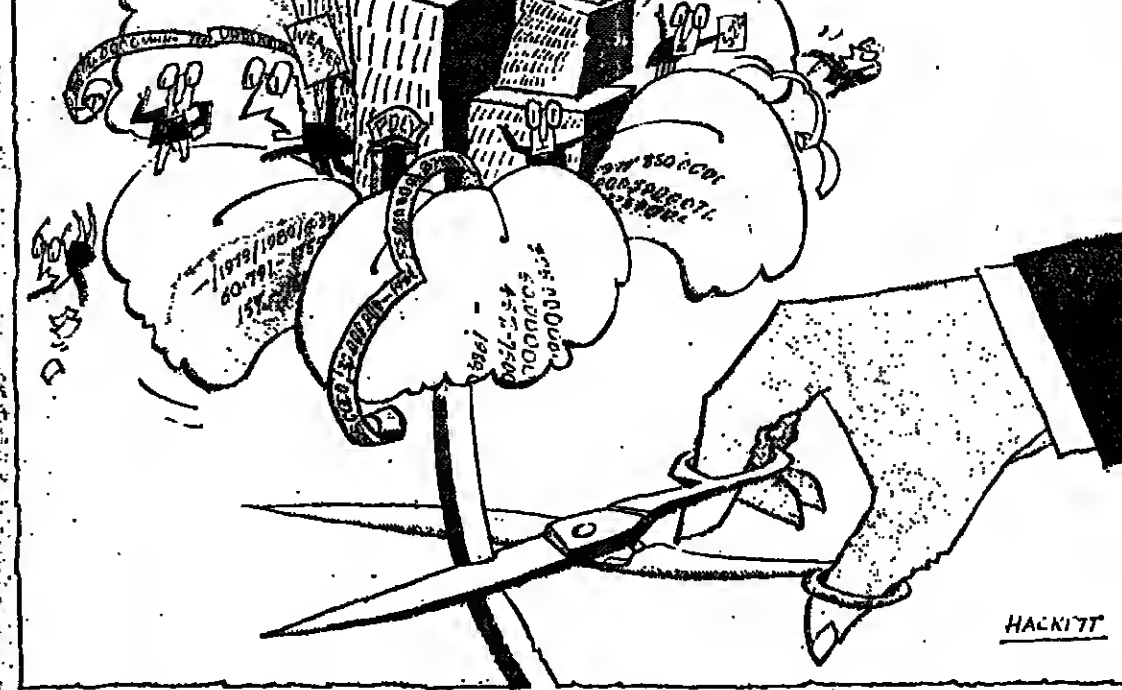
An argument employed to justify the circumvention of polytechnic government runs thus. Academic democracy suits a time of expansion, but academic boards are insufficiently informed or responsible to have relevance at a time of contraction. Governing bodies, torn between their responsibilities to the institution and to the authority, are manipulated into a rubber stamping role. Thus, the concept of the polytechnic being run by its moot of elders is replaced by that of the caucus: crucial decision are taken in effect by two or three individuals. The process may be paralleled within the local authority.

Such a view is supported by a substantial body of research carried out in the United States into contraction in universities. It is debatable whether caucus government can provide efficiency, effectiveness and economy, and produce policies which are appropriate, or even capable of implementation. Faced with the *de facto* removal of their powers, it falls to governing bodies and academic boards to take decisions concerned with real rather than relative priorities.

Consider finally the problem facing managers within the polytechnics. The training provided for managers who have to operate a highly complex system, and who have responsibilities for hundreds of staff, thousands of students, and budgets which run into millions of pounds, may be charitably described as inadequate. Education managers

are often appointed on criteria (important when the criteria are academic leadership) which are not relevant to the tasks now facing them. The task of these managers is to provide an environment relevant to perceived needs (pressures), and while always quantifiable, now with short financial resources; and to manage the reduction of their budgets for which they have not been equipped, in conditions imposed by their governmental and management processes are being circumvented. The burden falls on the unions, the CNA, and boards, governors and staff to attempt to ensure that practices altered at such opportunities for future recovery. Despite its complexity, the apocalyptic, it is worth an observation of the situation. A. L. Fisher: "The fact of the matter is written plain and large on the page of history; but it is not a law of nature. The gain by one generation is lost by the next."

Dr Ian Waitt is senior lecturer education management at Anglian Regional Management Centre, N.E. London. Polytechnic is the editor of "Education Management" recently listed by NATPE.



HACKITT

Student numbers

ON THE BRIGHT SIDE

By Michael Locke

A surprising feature of the polytechnic in 1980 is the extent to which they look to be achieving the national policy for the polytechnics determined 14 years ago. However, progress has not been consistent, and the polytechnic orthodoxy may be better served this year than it was earlier in the 1970s.

The White Paper 1966 A plan for polytechnics and other colleges proposed comprehensive academic communities in which advanced courses could be concentrated, which would offer part-time as well as full-time courses and maintain industrial links and local and regional involvement. Its content was Anthony Crosland, then Secretary of State, "Woolwich speech" in which he re-emphasized further education: tradition of responsiveness to a variety of students and vocational demands.

The composition of the student body in the last academic year indicates areas in which the polytechnics as a group are fulfilling national policies. Statistics released by the Committee of Directors of Polytechnics, based on the DES survey of students in October last year, show that polytechnics have terms as intended by the DES, namely wholly advanced level institutions. Less than 3 per cent of students in polytechnics are on non-advanced level courses, whereas in the polytechnics were formed more than a quarter of their students were on non-advanced courses.

This concentration of advanced work in the polytechnics is also shown in the fact that polytechnics have more than half the advanced further education students in England and Wales, 52 per cent in 1979/80, 180,000 out of 347,000. The less, this marginal increase in dominance has only been achieved by the transfer into the polytechnics of 37 colleges of education, while otherwise the "other colleges" have expanded their AFE pool together with a system of small contributions to a common pool. Reorganizing, however, the traditional pattern of institutional growth would have grown more slowly, and would have represented some achievement of Government policies.

Overall, the increase of students in the polytechnics gives them some cause for optimism. On full-time and sandwich courses last year there were 1 per cent more students than in 1978, but this was set against cuts in teacher training, overseas students and non-advanced AFE. First year enrolments on full-time and sandwich AFE courses were up 4.8 per cent.

In terms of the policy to encourage part-time students, the statistics for 1979/80 indicate some success in that numbers on advanced courses increased by 4.2 per cent and sandwich courses last year there were 1 per cent more students than in 1978, but this was set against cuts in teacher training, overseas students and non-advanced AFE. First year enrolments on full-time and sandwich AFE courses were up 4.8 per cent.

There are also some points for optimism about national policies in considering the subjects being studied. Numbers of students on engineering and science courses are increasing, both in numbers and as a proportion of students. Students on engineering and technology courses comprised 20.3 per cent and on science and mathematics courses 22.8 per cent of all full-time and sandwich AFE students.

From 1976-7 to 1978-9 numbers on engineering rose by 22.6 per cent and on science by 15.9 per cent. This may bode well for national concerns and maintains the tradition of further education—on the latter point, probably more successfully than colleges of further education which have grown recently into colleges of higher education.

A phenomenon which may appeal less to the polytechnic orthodoxy, however, is the much more rapid increase in students on arts, language and literature, and music, drama and visual arts courses. Between 1976-7 and 1978-9 numbers on these three subject groups increased from 11,383 to 15,517, 35.8 per cent. This is presumably no effect of the "other colleges" having expanded their AFE pool together with a system of small contributions to a common pool. Reorganizing, however, the traditional pattern of institutional growth would have grown more slowly, and would have represented some achievement of Government policies.

It is interesting, however, that numbers on administrative, business and social studies and on profes-

sional and vocational courses have not increased in anywhere near similar measure, which does not indicate success for hopes of diversifying teacher training into related professional courses.

The polytechnic can claim distinctiveness in the body of students for which they cater. Many non-polytechnic third university students have entered after a break from full-time study (20 per cent compared with 9 per cent in universities) or from a college of further education (40 per cent against 14 per cent). Likewise, many more are older: 23 per cent are aged 22 or over against 8 per cent in universities. How much this distinctiveness represents a deliberate orientation of polytechnic courses or how much an accidental consequence of the supply of students could be debated at length.

Also on the credit side of the policy balance sheet are the geographical origins of polytechnic students, demonstrating polytechnic regional role though probably not as much of a local role as hoped. The CDP's figures show that half polytechnic students come from the region in which the polytechnic is located, as against 25 per cent in universities. In more detail, however, we can see that many polytechnics take more than two thirds of their United Kingdom students from the region and that it is possible usually to define a catchment area of a number of local authorities, with reference to the policy debate on the control and funding of AFE, the polytechnic may point to local authority (possibly in consultation with national responsibility for student opportunities).

The short-term future of polytechnics contains a number of uncertainties. Most immediately, there is a need to monitor the loss of overseas students and the problems of yearling teacher training students following the Government's overkill in cutting teacher supply.

More generally, all higher education is worried about the fall-off in numbers of 18-year-olds after 1982-83. For polytechnics the problem is whether they will be left with only the residue after the bulk of 18-year-olds pile into universities. On their present record, polytechnics look more secure in their numbers of older students, providing that they have learnt in serve the demands of mature students rather than simply counted them onto courses. Short courses, pitched at local industry, commerce and public services, will grow.

Thus, the prosperity of polytechnics is likely to lie in maintaining their distinctiveness, their local and vocational orientation and their breadth of service, in short in pursuing national policy. The question-mark hangs over such speculation is, however, how far in "capping the pool" and inventing other financial squeezes the Government will prevent polytechnics expanding. The test for the coming months is whether DES, i.e.s. and polytechnics can see a way jointly to not

polytechnics

"Capping the pool" continued.

in its area. The Education Bill designed to give statutory force to these proposals fall with the Labour Government in April last year.

The Conservatives quickly announced that they intended to "cap" or pre-determine the AFE pool. The phrase "in cap" presumably taken from the terminology of the oil industry where an oil well that is gushing forth is brought under control by "capping". An unfortunate and unfair metaphor as there was no real evidence that individual authorities were failing to exercise adequate control over their pool claims.

The AFE pool for 1980-81 was fixed at £375m, a figure substantially less than the claims that individual authorities made upon it. The moment that the money in the pool was less than the total of the claims being made, the AFE pool underwent a fundamental change of character. It was now necessary to invent a way of distributing the shortfall of money among claiming authorities.

The formula chosen took some account of the trend in an authority's claim and then cut everyone by the same percentage. This left individual authorities with the choice of making up the shortage in their polytechnic's budget out of their own rates, or drastically cutting courses. Unfortunately some of the larger polytechnics are located in the same metropolitan areas, consequently, a shortage of perhaps £1m on a

polytechnic's budget might mean several pence on the rates in an urban area, a difficult political decision at the best of times. In a large county authority, a comparable shortfall could be made up by less than a penny rate increase. Capping the pool in this arbitrary way has caused significant disruption within the polytechnics. It will be some time before the full effects become known, but it is already apparent that some courses will have to close and staff, both academic and non academic, will be made redundant.

The present financial climate is bleak, but the future holds little but despair. It is possible that Ministers may agree to a better formula for apportioning the pool in 1981-82 that avoids some of the injustices of this year's exercise. A fair system will be little comfort when the pool is substantially less than the claims that will be made upon it.

Authorities with polytechnics and other colleges will find that they are faced with the difficult and unpopular choice of either paying for a proportion of the college's work out of rates, or reducing, perhaps substantially, the educational opportunities that the college has offered. If the pool shrinks to a pittance, the damage to the polytechnic will be catastrophic!

Dr Peter Knight is former president of the National Association of Teachers in Further and Higher Education.

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merely put the lid on institutions but, within resource limitations, provide more opportunities for potential students.

Michael Locke is author (with John Pratt) of *A Guide to Learning in the National Vocational Qualifications Research Fellow in the Centre for Institutional Studies, Anglian Regional Management Centre, North East London Polytechnic/Essex County Council.*

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Finance

CAPPING THE POOL

By Peter Knight

The financing of the polytechnics is a messy system designed from expediency, then developed to incorporate complexity that at least until last April, it only had one advantage: it worked exceptionally well.

The costs of the polytechnics and many other colleges of higher education are met by the Advanced Further Education (AFE) pool. The intention of this pool is to distribute fairly as possible the costs of advanced level work over all the local education authorities in England and Wales. It is this need to distribute the costs that has created many of the present difficulties.

Traditionally, higher education in this country developed as a national responsibility. The universities are free-standing institutions that receive most of their income from the University Grants Committee (UGC). The UGC receives most of the money from central government. The concept of public-sector institutions such as the polytechnics, which have the responsibility of so individual local education authority. With a few exceptions, each college has a status of its own, but the fact of a range of duties that on a daily basis may be called upon to discharge.

Now an individual authority will meet the costs of its college of further education, its secondary schools and its primary schools out of its own rate revenue. Why should its polytechnic be treated differently? The answer to this question rests once again on the differences between a local and a national provision.

The students of the local technical college will either be resident in the authority or subject to special trade arrangements between a group of authorities. By contrast, the polytechnic the majority of the stu-

dents will not be resident in the area of the maintaining authority; they will have come from elsewhere in the country, attracted by the specific courses on offer at that institution.

So, if the polytechnic was not financed differently, the maintaining authority would find it difficult to use in the main by the residents of other authorities. This is not a practice that has ever been attractive to local politicians even when involved but when an individual polytechnic can cost between £10 and £20 million a year it is completely unacceptable.

The problem was resolved in 1959 by sharing the costs of AFE among all i.e.s. Each i.e.s. contributes to the AFE pool in accordance with a formula based on its school population and its non-domestic rateable value. This contribution formula was meant to give the national that the school population would measure the potential value of AFE, while the industrial rate assessed the benefit that local industry might gain from having access to skilled workers. However, it is most unlikely that even the DES of 1966 attempted to defend this logic any longer. However, politically the contribution formula generates little excitement, instead attention focuses on how an authority with a large population can contribute more money to the pool.

Before this financial year the system was simple. Each authority claimed from the pool the money that it had spent on providing AFE. In 1979-80, 99 out of a total of 105 authorities submitted a claim, the total claim was of the order of £2,000m, the highest in excess of

£50m. The large proportion of the claim was for the cost of a course in electrical engineering at an institution. The local technical college may have a single-possible course and a small claim. Conversely, a polytechnic may well have a large number of courses and a large claim. The amount of money in the pool was simply set to be equal to the claims being made upon it.

The system worked, well. It is difficult to see how a public sector of higher education in particular the polytechnics could have developed so rapidly in the last decade without the AFE pool. Unfortunately, authorities have not contributed to the pool as intended by the DES. They have been really exceeding their institutional budgets.

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talkback

What should we tell our pupils?

Michael Reidy

"Sir, would you tell us if the bomb was going to drop?" When the first-
former raised his hand at the begin-
ning of the drama period, I had
not expected his question to render
me speechless.

"Would you want to be told?" I
asked, and the debate began. If
their lack of awareness of drama,
poetry and fiction had staggered
me before, the display of scientific
and military information (accurate
or not) shook my sensibilities even
further. Boys who couldn't tell a
mum from a verb were holding
forth on the subjects of genuine
radiation and the effects of fallout.

I recalled my own school days in
America and how I learned to stop
worrying and love the bomb. In the
late fifties and early sixties, I was
given Civil Defence pamphlets de-
scribing how to build a fallout shelter
in the basement from rubble and
stacks of books.

My physics teacher was not
impressed. At school we were
taught to be wary of the bomb and
to "Get into the air raid position"
which, a frequency which
exceeded fire drills.

Later, as it became known that
there might be less time than pre-
viously expected, the alternative
routine of hiding under one's desk
at the unexpected command "Fall-
out" was initiated. Few
questioned the efficacy of a 1952 date in
an 1857 school building as a shield
against thermo-nuclear attack.

As I was preparing to hear my
pupils' address system at the
height of the Cuban Missile Crisis
explaining with conviction that the
world was not going to end before
we got home that afternoon.

Unpaid, but fulfilling

Helen Holland

If only Mary Warnock ("Back to the
Thirties", *The TES*, October 10)
were right, I would be washing the
napkins now in a clear conscience.
I would be suffering from the com-
placency which she seems to imply
comes, as a part of the job of
methodology.

No! Women are not expected to
stay at home or rather, women are
expected not to stay at home. They
are expected to work or at least
to express the desire to work
because the word of the 1980s is
"fulfilment" and, in the middle
classes, and for teachers particularly
it seems, methodology cannot provide
fulfilment.

Listen to the comments I regularly
face:

"Don't you miss work?"
("Work" is obviously something
only to be found outside the home.)

"What do you do all day?"
(Really, I am for someone of your
ability to be happy sitting on the
floor playing "This Little Piggy".)

network

■ Southampton College, part of the
Southampton Institute of Higher
Education, is putting on two educa-
tional lectures next month. On No-
vember 6, John White, of the London
Institute, and Alan Evans, NUT
Education Officer, will speak on
"State Control of the Curriculum".
On November 20, Neil Kinnock, MP,
Tessa Blackstone, of the London
Institute, and John Marsh, former
Director General of the British In-
stitute of Management, will speak

Unfortunately, we are now wiser
in our knowledge of what is and is
not adequate protection in the event
of Armageddon—albeit a personal,
local, clean neutron-bomb Armaged-
don. Today's pupils have a know-
ledge which my generation did not
have. They are not going to fall for
hiding under chipboard desks or
crouching in nineteenth-century cellars
or need.

So do we know what we would
do? It matters not to me that we
never have to do it, but can we
present a realistic and reassuring
answer? I don't think that the
brusht—"Don't worry, it may not
ever happen" is what pupils want
or need.

My own inability to offer honest,
useful and credible advice gave me
a most uncomfortable 30 minutes.
In the end, there was nothing to
do but chuck out, and get on with
the lesson.

I rejected all suggestions for
improvisations on the theme "Life
in a fallout shelter", not because I
felt them valueless, but because I
couldn't face it.

A similar question came up that
week in a fourth-year class study-
ing *Brave New World*. "Do you
think that the society described in
the book will develop?"

The consensus was that it would
not. It would not have the chance.
We'd blow ourselves up before it
could happen. I do not think I
have abnormally high hopes, but I
confess to being deeply dis-
turbed by the impression on the
consciousness of the pupils which
the possibility of annihilation has
made.

I have never initiated any discus-
sions along these lines and am
more hesitant than ever to do so.
However, there is a great gulf be-
tween pupil and teacher on the
subject. To the pupil it is the
teacher who is part of the estab-
lishment system which has suspen-
ded the sword above their heads.

The teacher finds himself in the
Lion and the Tiger situation, but
this time with three doors. The first
door represents the choice of
whether or not to be a Ben-the-Bomb
activist; the second is the choice
of whether or not to promote the
"Bomb Consciousness" and discuss
openly the arguments for and
against nuclear armament and pro-

And at a hospital appointment the
other day.

"It says here 'Occupation—
mother'. Do you mean housewife?"
The answer is "No, I mean
mother." I was a part-time house-
wife (with no real feeling for the
job) when I was a career-minded,
hard-working teacher. I have now
changed career, but I am as deter-
mined to make the most of this
unremunerated job, as I did of
teaching.

Alter your goals, your pace, of
life, and the fulfillment and job sat-
isfaction are there. Teaching the re-
corder to juniors was hard work; I
used to teach my 11-month-old to
blow a whistle. How I used to
love that noisy energetic school
swimming session! Water-babies
class enraptured my son. Would a
baby minder take my son to this?
(Would I want her to?)

Who are the people who are
pressurizing the new generation of
mothers to work? Why do they
feel that it is wrong for me to enjoy
this "all-too-brief" phase?

Is it wrong for me to hope that
my children will become some-
one of those pupils I remember teach-
ing miserably for a fortnight
through a cold that of time in bed
would have lasted a few days? My
husband's school troubles get for

on "Education for the Dole". Ad-
mission is free, and there will be
time for discussion after the lec-
tures, which begin at 7 p.m. Further
details from Roger Marples, South-
ampton College, Wimborne Park
Side, London SW19 9NN, telephone
01-946 2234.

■ The 11th issue of *The English*
Magazine looks at the question of
media studies in schools. It includes
an interview with Stuart Hall; an
extract from Len Martens' new
book *Teaching About Television*; and
an article on the teaching of John
Richmond; and an extract from
the book *Media and the School* by
Bob May and Mike Reidy on
how comprehension in English les-

sons can be brought alive. There is
also a checklist of resources for
media studies. The magazine costs
50p plus 25p postage and packing,
or £2.10 for three issues in a year.
Available from The English Centre,
Sutherland Street, London SW1
Cheques and P.O.s payable to The
English Centre Magazine.

■ The Campaign for State-Suppor-
ted Alternative Schools (CSSAS)
recently published its second news-
letter. This gives the names of local-
ities in East Anglia, Lancashire,
Wandsworth, the up-to-date pos-
ition of the White Lion Street Free
School, articles on multi-schools
centres and an introduction to the re-
gion of active campaign members.

Subscription for four issues of the
newsletter is £1. Write to CSSAS,
c/o Advisory Centre for Education,
18 Victoria Park Square, London,
E2, tel. 01-980 4586.

■ You Got to Move On is a short
book written by Bill Woodward
when he was 13, and attending Col-
lege Junior School in Newham.
He wrote it after he had been look-
ing at the stories in the reading
books in the school. His own book
depicts the life of a travelling
family, and is illustrated with pho-
tographs taken by Pate Fryer, New
School's Photographer in Residence.
Copies (price 35p, inc. postage
and packing) available from the Re-
sources Centre, School of Education,

and Humanities, North East London
Polytechnic, Londonbridge Road,
Dagenham, Essex, telephone 01-
597 7591 Ext. 50.

■ "New Perspectives on Africa
History in the 1980s" is the theme
talk to be given by Ben Okeke at
the Teachers Centre, 13, at the Lan-
cet November 13 at the London
Teachers Centre. The talk is in the
light of the light of the new
history of Africa's past by modern
historians. The talk is by Professor
Ben Okeke, Teachers Centre for
Resources Project.

Details contact Mr. Perle at
Savile Street, London, SW5, telephone
01-733 8009 or 01-737 0511.

■ The book *Teaching About Television*
by Len Martens, published by the
English Centre, Sutherland Street,
London SW1, is available from the
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and Humanities, North East London
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Equality and PE

Roy Small
Bryan Peck

Concurrent with Sweden's adop-
tion of the nine-year basic school
for all in 1962, the Government bill
in the Riksdag underlined the role
of the school in meeting the needs
and requirements of society for such
qualities among man and woman as
will inspire and promote the demo-
cratic principles of cooperation and
tolerance between the sexes, and
between different races and coun-
tries.

Restated in the Swedish 1968 re-
port to the United Nations, this
underlined that "a decisive and
ultimately irreducible improvement in
the status of women cannot be
obtained by special measures aimed
at women alone; it is equally
necessary to abolish the conditions
which tend to assign certain
privileges, obligations or rights to
men". Both men and women must
be able to play two roles; both
must take active part in family life
and be involved in work outside
the home.

In schools it is clear that equality
between the sexes has been a guid-
ing principle in the curriculum. All
boys and girls share the same in-
struction in the classroom, in all
subjects and in co-ed classes. For
domestic science, textile handi-
craft, woodwork and metal work
there is a common and compulsory
programme.

Sex education—also taken in co-
ed classes—has been compulsory
since 1956, and stresses common
responsibilities of both male and
female in relation to contraception,
childbirth, or the bringing up of
children.

How does this policy work for
physical education and sport, and
what are the current problems?
The debate on sex roles has elimi-
nated prejudice and estab-
lishing a more liberal attitude.
Male and female physical education
teachers increasingly work together
as a team, give adequate facilities,
so that students can be divided up
according to interests and not
sex.

The impressive facilities available
help ensure the effectiveness of
team teaching. In the urban areas,
for example, the extent of the phys-
ical education provision within
comprehensive schools provides oppor-
tunity for a wide range of partici-

tion. To ensure that everyone has
an equal opportunity to develop
their interests and attitudes, the
clubs sit down with pupils to de-
termine what the physical education
programme should be, and how
it should be taught.

The 1979 guidelines for phys-
ical education in Sweden make it
clear that "Pupils shall be en-
couraged to plan, implement and
operate and take responsibility for
their own physical activities and
they shall develop their own phys-
ical and mental abilities in phys-
ical activities". In a programme
designed to individualize the in-
struction according to the inter-
ests of the pupils, joint instruction for
boys and girls will naturally be
used.

Certainly the national school
physical education (in Sweden
called *Övning*) and there are some in-
dication that certain "male" ac-
tivities in certain "male" ac-
tivities are rapidly growing. This is
evident in the selection of the
selection of toys is seen as a serious
matter, to be guided by the child's
developmental needs. Adults who
hold this theory prefer toys which
encourage creativity, and they tend
to see toys as investments which will
give a return if carefully looked
after.

Older theory sees play as a
method of amusing children, not of
helping them develop. The adult's
role here is seen as all or none:
either he works the toys to amuse
the child or the child is expected
to occupy himself without an adult.
Toys are not expected to last very
long or to need maintenance.

Many parents buy both develop-
mental and occupational toys, and
some toys belong in both categories.
Toys generally contain only
developmental toys such as paints,
Legos, blocks, jigsaw puzzles, sorting
and classifying toys, and toys such
as plastic ladders which teach shape
and colour. Most of these require
an adult's participation or help.

One might expect toy libraries to
appeal to middle-class parents, who
are likely to share the teachers' view
of toys as investments. But com-
plex toys, such as those which
require a child to use his or her
imagination, are often found in
toy libraries. Since toys are often
thought of as possessions or given
as gifts or bought in response to
pleading pressure, the idea of the
library as a simple, practical
idea is obviously an oversimplifica-
tion.

To test some of these ideas, we
interviewed parents in two London
nursery schools which have toy

libraries. In the white-collar school,
half the fathers were white collar
workers, the great majority white,
and born in the United Kingdom.
In the inner-city school only a fifth
of the parents were in white collar
jobs, and nearly half had been born
outside the United Kingdom, mainly
in the West Indies and Spain.
Incomes were often low. In each
school we interviewed 10 mothers
who were regular toy library users
and 10 who were not. The two
groups of mothers of boys and girls,
and three and four-year-olds, in all
groups.

Many of the white-collar children
were getting a lot of attention. "I
pick him up from the nursery at
3.30 each day and devote the next
two hours to him. All his father
gets back." An "inner-city" mother
answered rather differently. "I'm
not one of them mothers who ro-
und after their kids all the time.
They play with each other." The
lack of participation in play did not
necessarily mean lack of contact.
Another inner-city mother said
"No, I don't play with him much.
He likes to help dry the dishes, and
carry my shopping, he likes me to
read to him."

White-collar parents usually
played with puzzles, construction
toys, board and card games, whilst
inner-city parents often joined in
vigorous play. "He likes us to play
hide and seek, and monsters".
They often commented that the
child did not play much with toys,
but preferred to play with other
children.

There were massive differences
in the toys given to boys and girls.
These were evident for both schools,
although they were rather more
strongly marked in the inner-city
school. Twice as many boys as
girls were said to play with bricks
and construction toys, more than
three times as many boys as girls
played with transport toys, bicycles,
racers, balls and Action Man. No
girls played with guns, cowboy
toys, electronic cars, trucks and
electronic trains, whilst only two
boys played with dolls.

In the white-collar school the
smallest amount spent on Christmas
presents for the nursery child was
£1.10, and £1.10. (This was
Christmas 1978). Two-thirds of
the parents had spent between £5
and £20 on the child, the rest more.
In the inner-city school less had
been spent. The range was £2.50
to £70. Fifty per cent of the

mothers had spent between £5 and
£10 on the child. Only one parent
in each school had made a toy,
and none had bought second-hand toys.
We asked the mothers how they
chose their presents. In both
schools, just over half the mothers
said that they had bought toys
which the child had asked for. In
the white-collar school 85 per cent
of mothers said that they had
chosen toys which they thought the
child needed, or would complement
his interests, or be of value for
several years. Few mothers in the
inner-city school gave these kind of
reasons. Several had bought on
impulse: "I just saw a music-box
to the market, and bought it."

We tried to get at the parents'
criteria for judging toys by asking
"which is the best toy you have
ever bought? Why do you think it
was best?" In the white-collar
school the most frequent choice
was construction toys, but in the
inner-city school bikes or tricycles
were named more often, followed
by dolls and dolls' prams, with only
three parents mentioning construc-
tion toys.

In the white-collar school 70 per
cent of the mothers gave one or
more developmental reasons for
naming their best buy, while in the
inner-city school only 20 per
cent gave reasons of this kind. The
reason given most frequently by
inner-city parents was that the toy
kept the child occupied for a long
time.

Next, we asked "Have you ever
bought toys you think your child
will learn from?" All but one
mother in the white-collar school
answered "Yes", and several said
that they would never buy a toy un-
less they thought their children
could learn from it.

Seventy-five per cent of the inner-
city school mothers said that they
had bought educational toys, but
they generally used this term to
mean instructional toys, mainly
jigsaw puzzles and ABC and counting
games.

When we asked "Do you like
toys and games?" only half the
mothers answered "Yes". The re-
maining 50 per cent were evenly
divided between those who had
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It was no surprise that the toy
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The reasons given must often have
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mas presents for their children, and
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In the white collar school in our
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Toys on the shelf

Barbara Tizard examines the use of toy libraries

The first toy libraries were set up
to provide oversized, durable toys
for handicapped children, but their
development into the realm of the
non-handicapped under-fives has not
had the success their organizers ex-
pected. Some closed down because
of lack of demand, some seemed
to be used by a small number of
families. Low income families for
whom they were primarily intended
seemed particularly disinclined to
use them.

Because in our society toys are
regarded almost as a child's birth-
right, this lack of interest is at
first sight puzzling. Play and toys,
however, mean different things to
different people. Teachers often
see play as an important medium
for the child to learn about the
world, develop skills and imagina-
tion, and express feelings. The
selection of toys is seen as a serious
matter, to be guided by the child's
developmental needs. Adults who
hold this theory prefer toys which
encourage creativity, and they tend
to see toys as investments which will
give a return if carefully looked
after.

Older theory sees play as a
method of amusing children, not of
helping them develop. The adult's
role here is seen as all or none:
either he works the toys to amuse
the child or the child is expected
to occupy himself without an adult.
Toys are not expected to last very
long or to need maintenance.

Many parents buy both develop-
mental and occupational toys, and
some toys belong in both categories.
Toys generally contain only
developmental toys such as paints,
Legos, blocks, jigsaw puzzles, sorting
and classifying toys, and toys such
as plastic ladders which teach shape
and colour. Most of these require
an adult's participation or help.

One might expect toy libraries to
appeal to middle-class parents, who
are likely to share the teachers' view
of toys as investments. But com-
plex toys, such as those which
require a child to use his or her
imagination, are often found in
toy libraries. Since toys are often
thought of as possessions or given
as gifts or bought in response to
pleading pressure, the idea of the
library as a simple, practical
idea is obviously an oversimplifica-
tion.

To test some of these ideas, we
interviewed parents in two London
nursery schools which have toy

libraries. In the white-collar school,
half the fathers were white collar
workers, the great majority white,
and born in the United Kingdom.
In the inner-city school only a fifth
of the parents were in white collar
jobs, and nearly half had been born
outside the United Kingdom, mainly
in the West Indies and Spain.
Incomes were often low. In each
school we interviewed 10 mothers
who were regular toy library users
and 10 who were not. The two
groups of mothers of boys and girls,
and three and four-year-olds, in all
groups.

Many of the white-collar children
were getting a lot of attention. "I
pick him up from the nursery at
3.30 each day and devote the next
two hours to him. All his father
gets back." An "inner-city" mother
answered rather differently. "I'm
not one of them mothers who ro-
und after their kids all the time.
They play with each other." The
lack of participation in play did not
necessarily mean lack of contact.
Another inner-city mother said
"No, I don't play with him much.
He likes to help dry the dishes, and
carry my shopping, he likes me to
read to him."

White-collar parents usually
played with puzzles, construction
toys, board and card games, whilst
inner-city parents often joined in
vigorous play. "He likes us to play
hide and seek, and monsters".
They often commented that the
child did not play much with toys,
but preferred to play with other
children.

There were massive differences
in the toys given to boys and girls.
These were evident for both schools,
although they were rather more
strongly marked in the inner-city
school. Twice as many boys as
girls were said to play with bricks
and construction toys, more than
three times as many boys as girls
played with transport toys, bicycles,
racers, balls and Action Man. No
girls played with guns, cowboy
toys, electronic cars, trucks and
electronic trains, whilst only two
boys played with dolls.

In the white-collar school the
smallest amount spent on Christmas
presents for the nursery child was
£1.10, and £1.10. (This was
Christmas 1978). Two-thirds of
the parents had spent between £5
and £20 on the child, the rest more.
In the inner-city school less had
been spent. The range was £2.50
to £70. Fifty per cent of the

mothers had spent between £5 and
£10 on the child. Only one parent
in each school had made a toy,
and none had bought second-hand toys.
We asked the mothers how they
chose their presents. In both
schools, just over half the mothers
said that they had bought toys
which the child had asked for. In
the white-collar school 85 per cent
of mothers said that they had
chosen toys which they thought the
child needed, or would complement
his interests, or be of value for
several years. Few mothers in the
inner-city school gave these kind of
reasons. Several had bought on
impulse: "I just saw a music-box
to the market, and bought it."

We tried to get at the parents'
criteria for judging toys by asking
"which is the best toy you have
ever bought? Why do you think it
was best?" In the white-collar
school the most frequent choice
was construction toys, but in the
inner-city school bikes or tricycles
were named more often, followed
by dolls and dolls' prams, with only
three parents mentioning construc-
tion toys.

In the white-collar school 70 per
cent of the mothers gave one or
more developmental reasons for
naming their best buy, while in the
inner-city school only 20 per
cent gave reasons of this kind. The
reason given most frequently by
inner-city parents was that the toy
kept the child occupied for a long
time.

Next, we asked "Have you ever
bought toys you think your child
will learn from?" All but one
mother in the white-collar school
answered "Yes", and several said
that they would never buy a toy un-
less they thought their children
could learn from it.

Seventy-five per cent of the inner-
city school mothers said that they
had bought educational toys, but
they generally used this term to
mean instructional toys, mainly
jigsaw puzzles and ABC and counting
games.

When we asked "Do you like
toys and games?" only half the
mothers answered "Yes". The re-
maining 50 per cent were evenly
divided between those who had
mixed feelings and those who ac-
tually disliked toys. The main ob-
jections were that children had too

many and didn't play with them,
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In the white collar school in our
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Telling tales

by Sarah Segre

Fairy tales are almost as much a
part of childhood as learning to
walk and talk. Now four of them
have been taken by children's
author and illustrator, Mr. Malcolm
Crick, and put on cassette with
accompanying filmstrips.

The four tales are *Little Red*
Riding Hood, *The Elves and the*
Shoemaker, *The Three Little*
Pigs

SECONDARY

Deputy Headships continued

NORTH YORKSHIRE
HUMPHREYS SCHOOL
 (Hull) For 27 April 1981, DEP. HEADSHIP is open in Section 1. The school is a 11-16 Comprehensive School, with a 1980 Year 11 intake of 100. The school is well equipped and has a good reputation. Candidates should be well qualified and have considerable experience of secondary school education. Apply by letter with curriculum vitae and names of two referees to the Headmaster, Humphreys School, 11-16 Comprehensive School, Hull, for 14th November, 1980.

WILTSHIRE
BATHAMPTON SCHOOL
 (Bath) For 14th November 1980, the school is seeking a Deputy Headship. The school is a 11-16 Comprehensive School, with a 1980 Year 11 intake of 100. The school is well equipped and has a good reputation. Candidates should be well qualified and have considerable experience of secondary school education. Apply by letter with curriculum vitae and names of two referees to the Headmaster, Bathampton School, Bath, for 14th November, 1980.

Remedial Posts

Heads of Department

DEBYSHIRE
LINCOLN SCHOOL
 (Lincoln) For 14th November 1980, the school is seeking a Head of Department. The school is a 11-16 Comprehensive School, with a 1980 Year 11 intake of 100. The school is well equipped and has a good reputation. Candidates should be well qualified and have considerable experience of secondary school education. Apply by letter with curriculum vitae and names of two referees to the Headmaster, Lincoln School, Lincoln, for 14th November, 1980.

Other Posts on

Scale 2 and above

LONDON
MARTIN-IN-THE-FIELDS
 (London) For 14th November 1980, the school is seeking a Head of Department. The school is a 11-16 Comprehensive School, with a 1980 Year 11 intake of 100. The school is well equipped and has a good reputation. Candidates should be well qualified and have considerable experience of secondary school education. Apply by letter with curriculum vitae and names of two referees to the Headmaster, Martin-in-the-Fields, London, for 14th November, 1980.

Application forms for the following appointments, except for headships and where otherwise stated, are obtainable from the Director of Education, Leicestershire County Council, 11-16 Comprehensive School, Leicester LE3 9RF. They should be enclosed with all requests for application forms. Please quote reference number ES/31/10 on your letter when making your request.

Scale 4 Posts

Egguckland Comprehensive School
 (Westcott Close, Egguckland, Plymouth (Roll: 400))
 This is a new 11-19 purpose built comprehensive school opened in 1979.

(1) SCALE 4, HEAD OF FACULTY HUMANITIES For September 1981 to lead the teaching of English, History, Geography, Religious Education and Commercial subjects throughout the school. A thematic, integrated approach is encouraged in years 1 and 2. Candidates must have experience of teaching and curriculum development up to 'A' level G.C.E.

(2) SCALE 4, HEAD OF FACULTY MATHEMATICS/SCIENCE For September 1981 to lead the teaching of Mathematics and Science in the school. Candidates must have substantial experience of teaching to 'A' level G.C.E. The faculty has its own purpose built block. Closing date 21st November, 1980.

Scale 3 Posts

Estover Primary School
 (Miller Way, Estover, Plymouth (Roll: 500))
 SCALE 3, CURRICULUM DEVELOPMENT AND GAMES For January of April with responsibility throughout the school. Closing date 14th November, 1980.

Scale 1 Posts

Tiverton (13-18 years) Comprehensive School
 (Boham Road, Tiverton, Devon (Roll: 1,170))
 SCALE 1, RURAL SCIENCE AND BIOLOGY Required January 1981 for pupils in the 13-15 age range. Large greenhouses and an area of garden available with scope for much enterprise and development by the right candidate. Apply by letter giving curriculum vitae and names and addresses of two referees. Closing date 12th November, 1980.

or into TEACHER to be transferred to the LEICESTER EDUCATION DEPARTMENT. Candidates should be well qualified and have considerable experience of secondary school education. Apply by letter with curriculum vitae and names of two referees to the Headmaster, Leicestershire County Council, 11-16 Comprehensive School, Leicester, for 14th November, 1980.

HABINGEY
LEADON BOROUGH OFF
 (HABINGEY CHURCH SCHOOL, 11-16 Comprehensive School, Leam Road, Tollesham N17 6GP)
 For January 1981, to replace a teacher on maternity leave, a temporary TEACHER of ART to share the work throughout the school. London Allowance £27091 payable.

Scale 1 Posts
RARNLEY
METROPOLITAN BOROUGH OF
DAINTON JUNIOR SCHOOL
 (Dainton Lane, Rarnley, Barnsley)
 For January 1981, to replace a teacher on maternity leave, a temporary TEACHER of ART to share the work throughout the school. London Allowance £27091 payable.

KENT
CANTERBURY COUNCIL
EDUCATION DEPARTMENT
GRAVESEND DIVISION
SOUTHWICK SCHOOL
 (Southwick Road, Gravesend, Kent)
 For January 1981, to replace a teacher on maternity leave, a temporary TEACHER of ART to share the work throughout the school. London Allowance £27091 payable.

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
LANGLYDAN SCHOOL
 (Langlydan, Powys)
 For January 1981, to replace a teacher on maternity leave, a temporary TEACHER of ART to share the work throughout the school. London Allowance £27091 payable.

By Subject Classification
Art and Design
Scale 1 Posts
DERBYSHIRE
EDUCATION COMMITTEE
NOEL-HAKER SCHOOL
 (Noel-Haker, Derby)
 For January 1981, to replace a teacher on maternity leave, a temporary TEACHER of ART to share the work throughout the school. London Allowance £27091 payable.

Scale 2 and above
DERBYSHIRE
EDUCATION COMMITTEE
NOEL-HAKER SCHOOL
 (Noel-Haker, Derby)
 For January 1981, to replace a teacher on maternity leave, a temporary TEACHER of ART to share the work throughout the school. London Allowance £27091 payable.

Scale 3 Posts
DERBYSHIRE
EDUCATION COMMITTEE
NOEL-HAKER SCHOOL
 (Noel-Haker, Derby)
 For January 1981, to replace a teacher on maternity leave, a temporary TEACHER of ART to share the work throughout the school. London Allowance £27091 payable.

Scale 4 Posts
DERBYSHIRE
EDUCATION COMMITTEE
NOEL-HAKER SCHOOL
 (Noel-Haker, Derby)
 For January 1981, to replace a teacher on maternity leave, a temporary TEACHER of ART to share the work throughout the school. London Allowance £27091 payable.

Scale 5 Posts
DERBYSHIRE
EDUCATION COMMITTEE
NOEL-HAKER SCHOOL
 (Noel-Haker, Derby)
 For January 1981, to replace a teacher on maternity leave, a temporary TEACHER of ART to share the work throughout the school. London Allowance £27091 payable.

Scale 6 Posts
DERBYSHIRE
EDUCATION COMMITTEE
NOEL-HAKER SCHOOL
 (Noel-Haker, Derby)
 For January 1981, to replace a teacher on maternity leave, a temporary TEACHER of ART to share the work throughout the school. London Allowance £27091 payable.

Scale 7 Posts
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EDUCATION COMMITTEE
NOEL-HAKER SCHOOL
 (Noel-Haker, Derby)
 For January 1981, to replace a teacher on maternity leave, a temporary TEACHER of ART to share the work throughout the school. London Allowance £27091 payable.

Scale 8 Posts
DERBYSHIRE
EDUCATION COMMITTEE
NOEL-HAKER SCHOOL
 (Noel-Haker, Derby)
 For January 1981, to replace a teacher on maternity leave, a temporary TEACHER of ART to share the work throughout the school. London Allowance £27091 payable.

Scale 9 Posts
DERBYSHIRE
EDUCATION COMMITTEE
NOEL-HAKER SCHOOL
 (Noel-Haker, Derby)
 For January 1981, to replace a teacher on maternity leave, a temporary TEACHER of ART to share the work throughout the school. London Allowance £27091 payable.

Scale 10 Posts
DERBYSHIRE
EDUCATION COMMITTEE
NOEL-HAKER SCHOOL
 (Noel-Haker, Derby)
 For January 1981, to replace a teacher on maternity leave, a temporary TEACHER of ART to share the work throughout the school. London Allowance £27091 payable.

Scale 11 Posts
DERBYSHIRE
EDUCATION COMMITTEE
NOEL-HAKER SCHOOL
 (Noel-Haker, Derby)
 For January 1981, to replace a teacher on maternity leave, a temporary TEACHER of ART to share the work throughout the school. London Allowance £27091 payable.

Scale 12 Posts
DERBYSHIRE
EDUCATION COMMITTEE
NOEL-HAKER SCHOOL
 (Noel-Haker, Derby)
 For January 1981, to replace a teacher on maternity leave, a temporary TEACHER of ART to share the work throughout the school. London Allowance £27091 payable.

Leicestershire

LEICESTER

NEW PARKS SCHOOL

GROUP II HEADSHIP

(An 11-16 Comprehensive School)

HEADMASTER/HEADMISTRESS required April 1981, for this interesting new post which will be created by the amalgamation of the existing New Parks Boys and Girls Schools in August 1981 (estimated NOR 1,310). This obviously challenging post offers excellent opportunities for someone with the initiative and energy to build upon the excellent reputations of the existing schools.

Delele on request (S.A.E.). Apply (no forms) with full particulars and names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 9RF, by 11th November, 1980.

Commercial Subjects

Heads of Department

LEICESTER
EDUCATION DEPARTMENT
EASINGWOLD SCHOOL (Group 1)
 Applications are invited from suitably qualified men and women for appointment as

HEAD

of this well established, coeducational, comprehensive school for pupils aged 11 to 18. The post falls vacant on the retirement of the present Head, and the appointment will take effect from September 1, 1981. There are approximately 1,280 pupils on roll, of whom about 100 are Sixth Formers. The school occupies premises on an extensive site in the market town of Easingwold.

Further details and application forms (to be returned by November 10, 1980) may be obtained on receipt of a stamped addressed envelope from the County Education Officer, Room 143, County Hall, Northcliffe, North Yorkshire DL7 8AR.

Hillingdon

QUEENSMED SCHOOL

Queens Walk, Rutlip Walk, Rutlip, Middlesex HA4 0LS

Group 11

(number on roll 998, 48 in Sixth Form)

Head Teacher

required from May 1, 1981

Applicants are invited for the Headship of this 11-18 mixed comprehensive school.

Application forms and returnable to the Director of Education, Civic Centre, Uxbridge, Middlesex UB8 3PH (Telephone: Uxbridge 50469)

Closing date: 14th November 1980.

London Allowance payable.

Leicestershire

LEICESTER MUNDELLA SCHOOL

An 11-16 comprehensive school

GROUP 11 HEADSHIP

HEADMASTER/HEADMISTRESS required April 1981 for this interesting new post which will be created by the amalgamation of the existing Mundella Boys and Girls Schools in August 1981 (estimated NOR 1,260). The post offers excellent opportunities for someone with the initiative and energy to build upon the excellent reputations of the existing schools.

Delele on request (S.A.E.). Apply (no forms) with full particulars and names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 9RF, by 11th November, 1980.

SECONDARY

Commercial Subjects continued

Scale 1 Posts
LEICESTER
EDUCATION DEPARTMENT
EASINGWOLD SCHOOL (Group 1)
 Applications are invited from suitably qualified men and women for appointment as

Scale 2 and above
LEICESTER
EDUCATION DEPARTMENT
EASINGWOLD SCHOOL (Group 1)
 Applications are invited from suitably qualified men and women for appointment as

Scale 3 Posts
LEICESTER
EDUCATION DEPARTMENT
EASINGWOLD SCHOOL (Group 1)
 Applications are invited from suitably qualified men and women for appointment as

Scale 4 Posts
LEICESTER
EDUCATION DEPARTMENT
EASINGWOLD SCHOOL (Group 1)
 Applications are invited from suitably qualified men and women for appointment as

Scale 5 Posts
LEICESTER
EDUCATION DEPARTMENT
EASINGWOLD SCHOOL (Group 1)
 Applications are invited from suitably qualified men and women for appointment as

Scale 6 Posts
LEICESTER
EDUCATION DEPARTMENT
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LEICESTER
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Scale 10 Posts
LEICESTER
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EDUCATION DEPARTMENT
EASINGWOLD SCHOOL (Group 1)
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Scale 12 Posts
LEICESTER
EDUCATION DEPARTMENT
EASINGWOLD SCHOOL (Group 1)
 Applications are invited from suitably qualified men and women for appointment as

Scale 13 Posts
LEICESTER
EDUCATION DEPARTMENT
EASINGWOLD SCHOOL (Group 1)
 Applications are invited from suitably qualified men and women for appointment as

Scale 14 Posts
LEICESTER
EDUCATION DEPARTMENT
EASINGWOLD SCHOOL (Group 1)
 Applications are invited from suitably qualified men and women for appointment as

Scale 15 Posts
LEICESTER
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LEICESTER
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Scale 18 Posts
LEICESTER
EDUCATION DEPARTMENT
EASINGWOLD SCHOOL (Group 1)
 Applications are invited from suitably qualified men and women for appointment as

BEFORSHIRE

EDUCATION SERVICE

ENFIELD
EDUCATION SERVICE
ENFIELD JUNIOR SCHOOL
 (Enfield, London)
 For January 1981, to replace a teacher on maternity leave, a temporary TEACHER of ART to share the work throughout the school. London Allowance £27091 payable.

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Scale 2 and above
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Scale 14 Posts
BEFORSHIRE
EDUCATION SERVICE
ENFIELD JUNIOR SCHOOL
 (Enfield, London)
 For January 1981, to replace a teacher on maternity leave, a temporary TEACHER of ART to share the work throughout the school. London Allowance £27091 payable.

Scale 15 Posts
BEFORSHIRE
EDUCATION SERVICE
ENFIELD JUNIOR SCHOOL
 (Enfield, London)
 For January 1981, to replace a teacher on maternity leave, a temporary TEACHER of ART to share the work throughout the school. London Allowance £27091 payable.

Scale 16 Posts
BEFORSHIRE
EDUCATION SERVICE
ENFIELD JUNIOR SCHOOL
 (Enfield, London)
 For January 1981, to replace a teacher on maternity leave, a temporary TEACHER of ART to share the work throughout the school. London Allowance £27091 payable.

Scale 17 Posts
BEFORSHIRE
EDUCATION SERVICE
ENFIELD JUNIOR SCHOOL
 (Enfield, London)
 For January 1981, to replace a teacher on maternity leave, a temporary TEACHER of ART to share the work throughout the school. London Allowance £27091 payable.

CITY OF WAKEFIELD

METROPOLITAN DISTRICT COUNCIL

ENFIELD
EDUCATION SERVICE
ENFIELD JUNIOR SCHOOL
 (Enfield, London)
 For January 1981, to replace a teacher on maternity leave, a temporary TEACHER of ART to share the work throughout the school. London Allowance £27091 payable.

Scale 1 Posts
CITY OF WAKEFIELD
METROPOLITAN DISTRICT COUNCIL
ENFIELD JUNIOR SCHOOL
 (Enfield, London)
 For January 1981, to replace a teacher on maternity leave, a temporary TEACHER of ART to share the work throughout the school. London Allowance £27091 payable.

Scale 2 and above
CITY OF WAKEFIELD
METROPOLITAN DISTRICT COUNCIL
ENFIELD JUNIOR SCHOOL
 (Enfield, London)
 For January 1981, to replace a teacher on maternity leave, a temporary TEACHER of ART to share the work throughout the school. London Allowance £27091 payable.

Scale 3 Posts
CITY OF WAKEFIELD
METROPOLITAN DISTRICT COUNCIL
ENFIELD JUNIOR SCHOOL
 (Enfield, London)
 For January 1981, to replace a teacher on maternity leave, a temporary TEACHER of ART to share the work throughout the school. London Allowance £27091 payable.

Scale 4 Posts
CITY OF WAKEFIELD
METROPOLITAN DISTRICT COUNCIL
ENFIELD JUNIOR SCHOOL
 (Enfield, London)
 For January 1981, to replace a teacher on maternity leave, a temporary TEACHER of ART to share the work throughout the school. London Allowance £27091 payable.

Scale 5 Posts
CITY OF WAKEFIELD
METROPOLITAN DISTRICT COUNCIL
ENFIELD JUNIOR SCHOOL
 (Enfield, London)
 For January 1981, to replace a teacher on maternity leave, a temporary TEACHER of ART to share the work throughout the school. London Allowance £27091 payable.

Scale 6 Posts
CITY OF WAKEFIELD
METROPOLITAN DISTRICT COUNCIL
ENFIELD JUNIOR SCHOOL
 (Enfield, London)
 For January 1981, to replace a teacher on maternity leave, a temporary TEACHER of ART to share the work throughout the school. London Allowance £27091 payable.

Scale 7 Posts
CITY OF WAKEFIELD
METROPOLITAN DISTRICT COUNCIL
ENFIELD JUNIOR SCHOOL
 (Enfield, London)
 For January 1981, to replace a teacher on maternity leave, a temporary TEACHER of ART to share the work throughout the school. London Allowance £27091 payable.

Scale 8 Posts
CITY OF WAKEFIELD
METROPOLITAN DISTRICT COUNCIL
ENFIELD JUNIOR SCHOOL
 (Enfield, London)
 For January 1981, to replace a teacher on maternity leave, a temporary TEACHER of ART to share the work throughout the school. London Allowance £27091 payable.

Scale 9 Posts
CITY OF WAKEFIELD
METROPOLITAN DISTRICT COUNCIL
ENFIELD JUNIOR SCHOOL
 (Enfield, London)
 For January 1981, to replace a teacher on maternity leave, a temporary TEACHER of ART to share the work throughout the school. London Allowance £27091 payable.

Scale 10 Posts
CITY OF WAKEFIELD
METROPOLITAN DISTRICT COUNCIL
ENFIELD JUNIOR SCHOOL
 (Enfield, London)
 For January 1981, to replace a teacher on maternity leave, a temporary TEACHER of ART to share the work throughout the school. London Allowance £27091 payable.

Scale 11 Posts
CITY OF WAKEFIELD
METROPOLITAN DISTRICT COUNCIL
ENFIELD JUNIOR SCHOOL
 (Enfield, London)
 For January 1981, to replace a teacher on maternity leave, a temporary TEACHER of ART to share the work throughout the school. London Allowance £27091 payable.

Scale 12 Posts
CITY OF WAKEFIELD
METROPOLITAN DISTRICT COUNCIL
ENFIELD JUNIOR SCHOOL



STOCKTON AND DISTRICT YMCA BATH LANE STOCKTON-ON-TEES CLEVELAND

Recreation Manager

Recreation Manager with ability, enthusiasm and vision, required to manage a large modern sports, leisure and Christian community centre with excellent social and sports facilities under the direction of the Chief Executive Officer.

Salary relating to Local Government Administrative and Professional Scale AP4, £5,268 to £5,784 dependent upon experience and qualifications.

Superannuation transferable.
Apply to the Chairman, Stockton YMCA, for job description and application form.

ADVISOR FOR FURTHER EDUCATION

£13,380-£14,430

Applicants should possess a degree in a technological or scientific subject or an equivalent professional qualification with relative teaching experience in a Technical College.

The successful candidate will be expected to make a positive contribution to the development of the Further Education Service of the Authority.

Re-advertisement—previous applications automatically re-considered.

Forms available from (BAE) and returnable to the Director of Education, Personnel Section, 14 St Thomas Street, Liverpool L2 2BQ, by 10th November, 1980.

County Education Adviser for Further Education

Soulbury Scale, equivalent to Sunning Headship Group II.

Applications are invited from well-qualified persons for this newly established post. Candidates should have experience at senior level in Further Education and some knowledge of the Youth Service and Adult Education. The County has a large and growing Further Education Service and the Adviser will be responsible for general advice and support for the Authority's colleges of further and higher education and will co-ordinate the work of the County Advisers for Youth and Adult Education. The Adviser will receive an essential car users' allowance. The County has a scheme of financial assistance covering removal and relocation expenses. Application forms and further details may be obtained from the Director of Education, County Offices, Matlock, Derbyshire DE4 3AQ, to whom completed forms should be returned by 14 November, 1980.

DERBYSHIRE County Council

COUNTY INSPECTOR

With special responsibilities in Secondary Education, Soulbury £13,380-£14,430.

Required Easter 1981 or sooner if possible, applications are invited from suitably qualified candidates with successful experience in an Advisory Service or in senior Management in secondary schools.

Application forms and further details from County Education Officer (P), P.O. Box 47, Chelmsford CM1 1LD. Telephone 0248 57222 ext. 2875.

ESSEX County Council

OVERSEAS Appointments continued

ZIMBABWE
ST. GEORGE'S COLLEGE
Salisbury, Zimbabwe
Required for January or May, 1981.
Mathematics to teach "A" and "O" levels.
Physics to teach "A" and "O" levels.
Economics to teach "A" and "O" levels.
St. George's is an independent day school managed by the Society of Jesus.
The above posts are permanent and excellent salaries, above details of professional standing and experience and of personal qualifications and of testimonials should accompany applications.
Write to: Rev. Father Peter, St. George's College, P.O. Box 1072, Salisbury, Zimbabwe.

WEST INDIES
CAMPBELL SCHOOL OF
St. John's, Barbados
Required for January 1981, with suitable qualifications and experience in teaching in the Caribbean region. The school is a day school for boys and girls, aged 7 to 17, with a staff of 15 teachers and 100 pupils. The school is a member of the Caribbean Examinations Council (CXC) and the International Baccalaureate Organization (IBO).
Write to: Mr. J. H. Campbell, Campbell School, P.O. Box 1072, St. John's, Barbados.

NIGERIA
THE NURSING TEACHERS' ASSOCIATION
Lagos, Nigeria
Required for January 1981, with suitable qualifications and experience in teaching in the Caribbean region. The school is a day school for boys and girls, aged 7 to 17, with a staff of 15 teachers and 100 pupils. The school is a member of the Caribbean Examinations Council (CXC) and the International Baccalaureate Organization (IBO).
Write to: Mr. J. H. Campbell, Campbell School, P.O. Box 1072, St. John's, Barbados.

UNITED ARAB EMIRATES
DUBAI COLLEGE
Dubai, United Arab Emirates
Required for January 1981, with suitable qualifications and experience in teaching in the Caribbean region. The school is a day school for boys and girls, aged 7 to 17, with a staff of 15 teachers and 100 pupils. The school is a member of the Caribbean Examinations Council (CXC) and the International Baccalaureate Organization (IBO).
Write to: Mr. J. H. Campbell, Campbell School, P.O. Box 1072, St. John's, Barbados.

FRANCE
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Write to: Mr. J. H. Campbell, Campbell School, P.O. Box 1072, St. John's, Barbados.

KENYA
THE NURSING TEACHERS' ASSOCIATION
Lagos, Nigeria
Required for January 1981, with suitable qualifications and experience in teaching in the Caribbean region. The school is a day school for boys and girls, aged 7 to 17, with a staff of 15 teachers and 100 pupils. The school is a member of the Caribbean Examinations Council (CXC) and the International Baccalaureate Organization (IBO).
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FAPUA NEW GUINEA
THE NURSING TEACHERS' ASSOCIATION
Lagos, Nigeria
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ITALY
THE NURSING TEACHERS' ASSOCIATION
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SPAIN
THE NURSING TEACHERS' ASSOCIATION
Lagos, Nigeria
Required for January 1981, with suitable qualifications and experience in teaching in the Caribbean region. The school is a day school for boys and girls, aged 7 to 17, with a staff of 15 teachers and 100 pupils. The school is a member of the Caribbean Examinations Council (CXC) and the International Baccalaureate Organization (IBO).
Write to: Mr. J. H. Campbell, Campbell School, P.O. Box 1072, St. John's, Barbados.

NORTH YORKSHIRE
THE NURSING TEACHERS' ASSOCIATION
Lagos, Nigeria
Required for January 1981, with suitable qualifications and experience in teaching in the Caribbean region. The school is a day school for boys and girls, aged 7 to 17, with a staff of 15 teachers and 100 pupils. The school is a member of the Caribbean Examinations Council (CXC) and the International Baccalaureate Organization (IBO).
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COVENTRY
THE NURSING TEACHERS' ASSOCIATION
Lagos, Nigeria
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DURHAM
THE NURSING TEACHERS' ASSOCIATION
Lagos, Nigeria
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Write to: Mr. J. H. Campbell, Campbell School, P.O. Box 1072, St. John's, Barbados.

THE CAREERS SERVICE in January 1981
Applicants for these posts should be graduates of a university or college and have completed a two-year career counselling course. The successful candidate will be expected to provide a career counselling service to the public. The salary is £10,000 per annum. Applications should be sent to the Director of the Careers Service, 100, The Quadrant, London W1A 1AA.

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SOUTHWAIR
THE NURSING TEACHERS' ASSOCIATION
Lagos, Nigeria
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Write to: Mr. J. H. Campbell, Campbell School, P.O. Box 1072, St. John's, Barbados.

CORNWALL

Education Department

SPECIALIST CAREERS OFFICER

(Unemployment Specialist Team)

£4,581-£5,784 p.a.

The officer will be a member of a team of 5 staff working with and on behalf of unemployed young people in the county. The area of operation will be the west of the county (Penwith, Kerrier and Carrick Districts) and the officer will be based in Falmouth. The post is subject to a temporary contract, renewable annually but likely to continue for a considerable time. Preference will be given to persons qualified for and/or experienced in the Careers Service. Application forms and further details may be obtained from the Secretary for Education, Cornwall County Council, Truro TR1 3BA, on receipt of a stamped addressed envelope. Closing date for applications 14th November, 1980.

The Associated Examining Board

For the General Certificate of Education

Secretary General to the Board

(Re-advertisement)

Applications are invited from persons with suitable academic and administrative qualifications and experience for the post of Secretary General to the Board to succeed the present holder of the post, Mr. H. O. Childs, who retires in 1981.

The salary is aligned to a senior professional level of remuneration, the current A.E.B. scale being £19,075, rising by four annual increments of £531 to £21,197 per annum.

Further information, together with an application form, may be obtained from the Personnel Manager, The Associated Examining Board, Wellington House, Aldershot, Hampshire GU11 1BQ (Tel: Aldershot 25551), to whom completed forms of application must be returned not later than Monday, 1st December, 1980.

Previous applicants need not re-apply as their applications will be automatically re-considered.

ADMINISTRATION Local Education Authority continued

TOWER HAMLETS
Local Education Authority
continued

TRAINING OFFICER
The post is for a person who is primarily to follow a career in recruitment and selection and who wishes to undertake a comprehensive training programme which will include a period of secondment to a local authority. The successful candidate will be employed on a full-time basis and will be based in the Training Office, Tower Hamlets Local Education Authority, 100, The Quadrant, London W1A 1AA.

MIDLOTHIAN
Local Education Authority
continued

APPOINTMENT OF BUSMAN
The Governors invite applications for the post of Busman at Greenhill. The salary is £10,000 per annum. Applications should be sent to the Chairman of Governors, Greenhill School, Midlothian, Scotland.

WATFORD
Local Education Authority
continued

WATFORD
Local Education Authority
continued

WATFORD
Local Education Authority
continued

WATFORD
Local Education Authority
continued

WATFORD
Local Education Authority
continued

WATFORD
Local Education Authority
continued

General

BIRMINGHAM
Local Education Authority
continued

BIRMINGHAM
Local Education Authority
continued

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Local Education Authority
continued

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continued

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Local Education Authority
continued

BIRMINGHAM
Local Education Authority
continued

BIRMINGHAM
Local Education Authority
continued

MUSEUM OF LONDON

Assistant Education Officer

Applications are invited for the above post in a department of town. Main duties will include teaching school groups and liaison with teachers, plus additional opportunities for adult education. Candidates should have a university degree or equivalent qualification. Teaching experience is essential, preferably at secondary school level.

Salary scale: £3,851-£7,995 plus £815 London Allowance, depending on qualifications and experience.

Further details and applications obtainable upon written application only to the Director, Museum of London, London Wall, London EC2Y 5HN.

Completed applications must be returned by 17th November 1980.

Bedfordshire Education Service

Educational Psychologist

(Half-time 18½ hours per week)

Salary 50 per cent of £7,085-£11,818 (Boulbury 8-22)

Candidates should have an Honours Degree in Psychology (or equivalent), and have at least two years teaching experience, and have completed appropriate post-graduate training. Essential: Car Loan Scheme. Approval, removal, expenses paid.

Application forms obtainable from D. P. J. Brown, M.A., Chief Education Officer, County Hall, Bedford, or telephone Bedford 63222 Ext. 246.

Closing date 5th November, 1980.

Bedfordshire

DEPARTMENT OF HEALTH AND SOCIAL SECURITY

St. Charles Youth Treatment Centre

GROUP WORKERS

Applications are welcomed from suitably qualified and experienced men and women of the Child Care, Nursing and Teaching professions, who also feel they possess imagination, initiative and drive, to become a group worker working in a treatment team caring for severely disturbed adolescents and we want staff who feel that they possess and can learn difficult, stimulating and full of possibilities to learn a range of therapeutic skills based on play, role-play, working in traditions of secure, the work is and help young people grow, overcome their problems and ultimately be reintegrated into the community.

St. Charles is divided into three House units, each with accommodation for mixed groups of ten adolescents. Successful candidates will join multi-disciplinary teams working under the supervision of a House Manager and supported by specialist consultant staff. There is a high staff/child ratio and staff are fully involved in the creation of individual treatment programmes for each child and the development of a high quality of care, control, education and treatment regard to the normal boundaries of the discipline from which successful candidates are drawn. In-Service Training is provided and staff support is readily available. Although qualifications and experience are necessary, the attitudes and personal qualities which staff bring to the work are equally important.

Salaries and conditions of service are excellent and reflect the difficulties of the work. All staff work a 40-hour, 5-day week on a shift basis. Good quality single and married accommodation is available and prospective applicants are advised to visit the Centre and discuss the work with the Director and other staff. Telephone 0277 225654 for an appointment. Salaries are in accordance with the following scales and in all cases a YTC allowance of £477 a year is payable. Non-teaching Group Workers receive an additional unqualified teachers' allowance of £272 in recognition of their contribution in the educational area.

